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# EVALUATION REPORT

## CERTIFICATE IV TRAINING AND ASSESSMENT



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FOR  
LOAN**

**TIMOR-LESTE**

October 2007

**Therese Curran**

VICTORIA UNIVERSITY OF TECHNOLOGY



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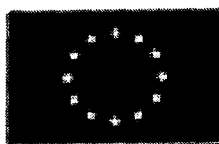
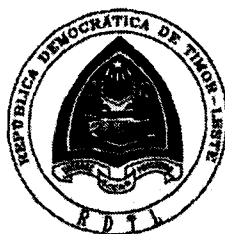
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## ACRONYMS AND ABBREVIATIONS

AusAID	Australian Aid for International Development
DIT	Dili Institute of Technology
DNFP	Direcção Nacional de Formação Profissional (National Division of Vocational Training)
ETDA	East Timor Development Agency
ILO	International Labour Organisation
SEFOPE	Secretaria de Estado da Formação Profissional e Emprego (Secretariat of State for Vocational Training and Employment)
STAGE	Skills Training for Gainful Employment
TAA	Training and Assessment
VU	Victoria University



## ACKNOWLEDGEMENTS

I would like to thank most sincerely and acknowledge the effort and commitment of the Certificate IV Training and Assessment Team – Isabel de Lima, Carla Alexandre da Costa and Manuel Guimaraes.

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## 1. Introduction

Victoria University (VU), Melbourne, in partnership with the Secretary of State Vocational Training and Employment (SSVTE) (formerly Ministry of Labour and Community Reinsertion) delivered the Certificate IV Training and Assessment (TAA) in Timor-Leste in 2007. (See Appendix 1 for the list of modules in this qualification.) This training provided an opportunity to vocational training centres and their trainers to build skills and knowledge in competency based training and international standards in vocational training.

## 2. Objectives and outcomes

The objectives and outcomes as outlined in the project proposal of this activity have been successfully met. Table 1 below shows the achievements against the proposal objectives.

**Table 1: Objectives and achievements**

Objectives	Achievements
Train national staff in vocational training and assessment methodology	27 Timorese staff successful in gaining their Certificate IV Training and Assessment (24 participants and 3 trainers).
Strengthen the capacity of participants' institutions as they strive to meet international standards in competency based training delivery and assessment	All training centres were visited during the course. These visits provided the opportunity for participants to implement their new skills in a supportive environment, as well as an opportunity to develop stronger relationships with centres and their directors.
Support the SSVTE vocational sector working groups by encouraging participants' involvement in these groups	60% of activities completed in training were focused on developing networks between trainers in their sectors. Participants visited two workplaces from each of their sectors to discuss workplace expectations and training standards required. In addition to this a lunch was held for participants and employers to discuss standards in the workplace.
Establish international standards for vocational teacher training and the need for ongoing training in the Certificate IV Training and Assessment.	This training has provided trainers and directors alike with an awareness of international standards, as well as an acknowledgement that a nationally recognised vocational training system is essential in Timor-Leste. This awareness will be a solid foundation for future developments in this area.

The anticipated outcomes for the projects were successfully met or exceeded in every case except one. The project document anticipated two workplace visits for each participant; however the security situation prevented this occurring for participants in districts outside of Dili. Below are the actual outcomes of the project:



- Three Timorese mentored as trainers (2 Dili Institute of Technology (DIT) and 1 SSVTE).
- Project implementation team established and met on 6 occasions throughout the project to provide advice and support. (Minutes available on request)
- A transparent process for selecting participants was designed and implemented.

Vocational training centres were visited by SSVTE and project staff and trainers were invited to apply. 40 applications were received and 25 participants selected.

- Course training materials for 14 units customised to the East Timor context and translated into Tetun.
- Supplementary course materials in Indonesian developed and produced.
- Training conducted for 24 people across 5 vocational training sectors as listed below. Whilst 25 participants were selected, 1 participant did not register. The remaining 24 participants completed all four blocks of training and successfully completed all the requirements for Certificate IV Training and Assessment.
- 2 workplace visits were completed for all participants from Dili and Liquica Districts. During these visits participants completed two assessments that required the application of concepts from training and valuable discussions took place with directors.
- Training program and course materials evaluated. At the conclusion of each block of training, evaluations were completed by participants and at the conclusion of training directors were surveyed for their observations and feedback. (Evaluation sheets available on request).

### **3. Lessons learned**

#### **3.1. Program Support**

This program has been successful due to the wide ranging support that has been received but particularly the partnership between Victoria University, DIT and the SSVTE. This process has demonstrated that it is essential for future projects in the vocational training area to continue to work in close collaboration with the Secretariat. This essential partnership provided additional credibility to the program in the eyes of training centres and employers. In addition the support and advice provided by ILO/STAGE program for translations, transport and logistics has also been very valuable. Finally the support of DIT through the provision of two staff members and with administrative support has also been valuable.

### **3.2. *Visits to centres to support implementation***

Visits to centres for assessment and consultation with participants, directors and their fellow trainers were by far the highlight of this process. These visits encouraged trainers to experiment with their new skills and in many cases participants had already taken the time to share their new skills and knowledge with their fellow colleagues. These visits also provided the opportunity to strengthen existing relationships between centres and the Secretariat, especially in outlying districts. It is suggested that in future the number of visits to centres be increased.

### **3.3. *Length of Program***

Organising the program into four blocks provided the opportunity for participants to understand and experiment with the application of their new skills and knowledge. Many participants experienced considerable challenges in the early stages of the program. However with time and support their understanding of the new concepts deepened and their confidence grew. For example at the beginning of the program participants were challenged by the usefulness of National Training Packages. By the end of the training they were discussing the importance of these packages being developed for Timor-Leste.

### **3.4. *Networking opportunities between centres***

This program has provided a rare but important opportunity for centres to develop networks and working relationships. Participants through activities and visits to centres have increased their awareness and knowledge of training in Timor-Leste. They have developed an important understanding that they are a part of a national training system and have discovered for themselves the value of working together to find solutions and create new ideas.

### **3.5. *Networking opportunities with employers***

Previously many participants indicated that they had limited relationships with employers in the various productive sectors. Through this training, activities were organised for participants that facilitated the strengthening or beginning of relationships. Participants found it valuable to receive first hand messages from employers regarding their expectations and the standards in Timor-Leste workplaces today and the standards that they aspire to for the future.

### **3.6. *Application process***

Applicants need to provide CVs outlining their experience as trainers and level of education. It would also be valuable to interview participants to measure interest to participate. The same process could also be valuable for selecting the training team.

### **3.7. *Training Opportunities***

A clear message has come from directors and other trainers reinforcing the need for vocational teacher training to continue. Participants also indicated the importance of

follow up workshops and professional development to provide support mechanisms and ensure that participants continue to implement and use the new skills and processes that they have learnt. Participants also highlighted the importance of opportunities being available for them to continue to be involved in decision making processes related to vocational training both within the Secretariat and also within their specific productive sectors.

### **3.8.      *Qualifications***

Participants valued the opportunity to gain qualifications and considered it particularly valuable for their skills and experience to be acknowledged through the awarding of an internationally recognised qualification. Many acknowledged the importance of the credibility that this will provide to their profession. Several employers also commented on the value of this training and added that it is also essential that trainers are provided with opportunities to gain productive sector specific qualifications, to ‘earn them the right’ to be providing training.

### **3.9.      *Competencies of the Certificate IV TAA***



Whilst the team invested a lot of time in contextualising and developing Timor specific activities and resources, there are some areas of the Certificate IV qualification that are not easily applicable in the Timor context. In instances where participants had not had the opportunity to experience practices in a concrete sense, they found them difficult to relate to and apply. There is a fine balance between honouring the intent of the Australian qualification and ensuring that the training package remains relevant to this context.

It would be valuable in the future, if there was an opportunity for a small number of the participants particularly those involved in managing training and implementing new processes through the new registration authority, to visit Australia to experience first hand the reality of these processes in practice.

### **3.10.    *Methodology and training materials***

Many participants found the new style of training challenging, particularly the use of case studies and activities requiring analysis and problem solving. Participants enjoyed learning new processes to be used in training; however it is important to explicitly explain the benefits of new processes or improvements to existing processes, so that this is clear and easily understood by all.

Considerable challenges were experienced with the level of language used in translations. Further work is needed in future training opportunities to increase participants’ literacy skills in Tetun.

### **3.11. Training Team**

The members of the training team have developed a valuable set of skills in training and assessment methodology. It is extremely important to ensure that there is sufficient time for the training team to develop materials and their own personal level of skills. In future it would also be important to distinguish between participants being expected to demonstrate competent practices and trainers being expected to demonstrate excellence.



### **3.12. Sustainability**

In terms of the overall program objectives –

- The ability of Timor-Leste to deliver an international qualification has developed significantly. However, there is a need for ongoing full time advisor support for a minimum of two years to support the Timorese training team. Whilst the team has developed a significant compliment of skills they are not yet ready to meet all the international requirements for training on their own.
- In terms of vocational teacher training its significance has been indicated by its inclusion in the SSVTE 2008 Action Plan. Additionally, the 20 training centres involved in this program have all indicated that vocational teacher training is a priority for their staff.

## **4. Evaluation**

### **4.1. Evaluation tools and process**

A written survey was used to collect data from participants and directors regarding their impressions of the Certificate IV TAA and its delivery in Timor-Leste. The tool was adapted and translated from a tool used by Victoria University to evaluate their Certificate IV Training and Assessment courses. Appendices 2 and 3 give the evaluation forms for participants and directors.



Each participant was provided with an evaluation form at the end of each block. For blocks one to three they were given the opportunity to complete the form anonymously and for the final block the team decided that it was important for names to be used so that data could be collected according to district and centre. During blocks one to three evaluations were completed independently without explanation. In Block 4 however, the trainers chose to read each descriptor and give

participants a chance to clarify its meaning. After training the team collated the data from these evaluations and discussed the recommendations made, determining actions that could be taken to more effectively meet the needs of participants.

Evaluation forms for centre directors were delivered to them by participants at the conclusion of Block 3. The completed forms were returned a week later at the beginning of Block four. Evaluations were given in Tetun and/or English. Whilst many directors had valuable comments to make there were two challenges involved in this process. Firstly there were several directors whose comments indicated that they had not yet had an opportunity to discuss the training experience with their staff member and secondly that at this time the centres in the east had not yet been visited due to violence during the month of August. As a result not all directors had had the opportunity to observe their staff demonstrating their new training and assessment abilities.

## **4.2. Results**

The summary of the evaluation results for participants and directors can be found at Appendices 4 and 5. The results were overwhelmingly positive and improved steadily from Block one through to Block four. Below are some of the comments made by participants in their final evaluations.



*This training has provided many new experiences for Trainers. (Marta)*

*Training like this should always continue for trainers as it is good preparation for the future. (Jeronimo)*

*What we learnt we can apply in our training centres. (Aniceto)*

*In the future, training needs to be matched with trainers' level of experience. (Antoninho)*

*Recommend to Secretary of State that this training*

*provided for Ministry of Education teachers and trainers and that MTRC and MoEC work together to do this. (Alipio)*

*In the future we hope that these opportunities will continue to be offered to help us to develop our abilities and apply them in training centres. (Pedro)*

*This training was a good opportunity to see and receive information about other training centres." (Filomena)*

The directors' evaluations and comments during visits were also very positive and of the directors who returned their evaluations, they have identified 44 staff members who they would like included in Certificate IV Training and Assessment in 2008.

Below are some of the comments made by directors.

*This training has helped to develop networks between all training centres. (DIT)*

*I can see the changes in the staff. (Salele Training Centre)*

*We are very happy because our staff have further developed their experience and are then in return able to educate our young people. (CFD)*

*Training was presented in a manner that did not confuse participants. This training needs to continue in the future. (Tibar)*

*Very good training and we are very grateful for this training because it helped us to help our students more. (ICF)*

*This training has been very positive. (Dom Bosco–Comoro)*

Secretariat staff were also asked to contribute their comments. Valuable feedback was given in this process from those who have supported our team through their membership of the Implementation Team.

*The result of this training has helped to prepare our trainers and training providers for the future. TAA is a good process to continue and as a result has been included in our 2008 Action Plan. (Albano Salen – Director of Vocational Training)*

*I would say that the results have met and in some areas exceeded our expectations. (Annie Keogh – ILO Vocational Education and Training Adviser)*

## **5. Program Organisation**

### **5.1. Implementation Team**



The Implementation Team was a group of key people from SSVTE who assisted the team through the provision of advice and support. The group met on 6 occasions through the course of the program. Minutes and Implementation Reports are available on request.

The members of this team included –  
Jose Maria Soares – Director of  
Employment Division  
Albano Salem – Director of Vocational  
Training Division

Paulo Alves – Vice Director, Division of Employment and Skills Development

Igino Ferreira – Coordinator, Skill Development Unit

Jose Assalino – ILO Chief Technical Adviser

Annie Keogh – ILO Vocational Education and Training Adviser

Brian Fairman – Victoria University

TAA Project Team

## **5.2. Key sectors**

The SSVTE identified five key areas as priority for vocational training development in Timor-Leste. The Certificate IV Training and Assessment targeted vocational training centres that offered courses in these areas. The five areas were:

- Administration and IT
- Agribusiness
- Automotive
- Building and Construction
- Tourism and Hospitality.

## **5.3. Trainers and language**

The course was delivered in Tetum by trainers from VU, SSVTE and Dili Institute of Technology (DIT). Materials were developed in Tetum and Indonesian. The training team work at the SSVTE to prepare a program that is relevant to the context of vocational education and training in Timor-Leste. The members of the Project Team were: Isabel Fernandes de Lima; Vocational Education and Training Coordinator, DIT  
Carla Alexandre da Costa; Mechanical Engineering Department, DIT  
Manuel B. Guimaraes; Skills Development Officer, SSVTE  
Therese Curran; Adviser, Certificate IV Training and Assessment, VU

## **5.4. Selection Criteria**

The course was designed for people who are working in vocational education and training as teachers, trainers or skills assessors. To be selected to participate in this program, participants were required to meet the following criteria:

- Be a vocational trainer or manager in an vocational training institution or a skills assessor working in a workplace;
- Have at least one year vocational training experience;
- Be selected by their institution to attend;
- Demonstrated a willingness to work with SSVTE to support the development of the national vocational training system;
- Have successfully completed senior high school or demonstrated equivalent work experience;
- Be highly motivated to complete course.

Men and women were equally encouraged to apply for this training program.



## **5.5. Course content and delivery**

The Certificate IV TAA consists of 14 units (see Appendix 1). There were 18 days of training in 4 blocks. Regular breaks between training blocks provided the opportunity for participants to trial and implement their new skills and knowledge. The program was highly interactive and all participants were encouraged to actively participate.

### **5.6. Qualification**

This certificate is accredited in Australia and has provided participants with an international formal qualification from Victoria University, Melbourne.

### **5.7. Costs**

The training was funded by AusAID with partner contributions from the SSVTE, ILO STAGE Program and VU. No additional fees were required from participants. Accommodation and meals were provided for participants from districts outside of Dili. No allowances were provided for participants. Training Centres were asked to contribute through the provision of transport for their staff.

### **5.8. Application process**



Members of the Direcção Nacional de Formação Profissional (DNFP) (National Division of Vocational Training) and the training team visited all training centres to provide them with information regarding the Certificate IV Training and Assessment course and to provide application forms. Applicants were asked to complete the application form and return it to SSVTE by 1 June 2007.

A total of 42 applications were received with numerous additional enquiries. The applications were presented at an implementation meeting for discussion and a final list of successful participants was developed through further consultation with numerous Division staff. A total of 25 participants were selected. Successful participants were informed in writing on Friday 8<sup>th</sup> June. Participants were sent a letter of

congratulations from SSVTE, information about the course and an invitation for their Director to the Opening Ceremony.

## **6. Participants**

A list of the participants, the training centre and productive sectors they represent is at Appendix 6. One of the key criteria for selection of participants was in relation to the productive sector in which they were delivering courses. It is recommended that when further courses are offered that a broader range of productive sectors are offered eg industrial sewing.

There were 25 participants originally selected however one person did not attend registration and follow-up indicated they would not be attending the course. The remaining 24 participants all attended and successfully completed the course.

The participants come from 20 training centres across seven districts. The table below shows the numbers of participants across the districts and training centres.

**Table 2 – Participants by District**

District	Training Centres	Participants
Aileu	1	1
Baucau	7	7
Bobonaro	1	2
Covalima	1	1
Dili	6	8
Lautem	3	3
Liquiça	1	2
Total	20	24

It was difficult to achieve a balance of males and females with four out of five productive sectors identified in the project dominated by males. Trainers observed that female participants were hesitant to participate actively. When trainers visited female participants in their training centres however, it was observed that their confidence and manner was considerably altered. As the course progressed female participants developed their confidence within the group, however it is recommended that in future courses a better sex balance is sought. There were 19 males and 5 females.

## 7. Program

The program was developed across four blocks, so as to provide the time and space for participants to return to their centres to trial various new skills and ideas that had been explored in training. This block structure also provided the opportunity for the training team to visit participants in their centres.

### 7.1. Course dates

Block 1:	18 - 22 June 2007	5 days
Block 2:	23 – 27 July 2007	5 days
Block 3:	17 – 20 September 2007	4 days
Block 4:	1 – 4 October 2007	4 days

The program outlines for each block of training is at Appendix 7. Some of the highlights of the training are included below.



## **7.2. Participant Expectations – Block 1**

As an introductory activity in Block 1 participants were asked to list their expectations and then in groups present the result of this discussion. Below is a summary of those discussions:

- Develop training centres well particularly in area/sector
- How to organise assessment for students
- How to be a facilitator in a training centre
- Qualifications
- To be competent as a training centre (2)
- To increase trainer's capacity so they can provide good training for students in the future (4)
- For young people to become professional in their area/sector
- Monitoring
- How to organize training
- Increase experience (2)
- Apply learning in training centre
- To be able to organize good quality and competent training in the districts
- To relate to training to sectors
- To share experiences (3)
- To have a positive impact on our nation and to increase human resource capacity
- Learn by doing.



## **7.3. Visits to Training Centres – Block 3**



During Block 3 a number of training centres were selected for participants to visit. The purpose of these visits was for participants to see a variety of training venues. Participants then had an opportunity to make comparisons between the centre being visited and their own organisation. For some it provided an insight into how far they had come and how fortunate they are, for others it provided the opportunity to dream and imagine what their centre could become in the future.

Our thanks go to the Directors and staff from Tibar Training Centre, Senai Training Centre, World Vision International, East Timor Development Agency (ETDA) and DIT for the time that they invested in our participants.

**Table 3 – Visits to centres**

Date	Centre	Duration of Visit
17 <sup>th</sup> September	Tibar Training Centre	1 Day
18 <sup>th</sup> September	ETDA	1 Session
18 <sup>th</sup> September	Senai Training Centre	1 Session
18 <sup>th</sup> September	DIT (Ai Mutin)	1 Session
18 <sup>th</sup> September	World Vision	1 Session

**7.4. Employers – Block 4**

On Monday 1<sup>st</sup> October and Tuesday 2<sup>nd</sup> October, participants visited 10 workplaces, 2 from each productive sector. The purpose of these visits was to:

- Build relationships between employers and training centres
- Increase the knowledge of trainers from centres of employer expectations from training and standards in the workplace
- Increase the knowledge of employers regarding training in Timor Leste



Key messages shared:

- The importance of courses preparing young people with the skills that are needed in the workplace
- Employers are happy to work with centres to prepare training packages, to ensure that they receive students who have been prepared with the correct standard
- Having a good attitude is almost more important than the skills required
- A willingness to work hard and to learn is essential

These visits provided a valuable opportunity for participants to witness first hand the standards in a number of different workplaces and to share their experiences of their productive sector with their fellow participants.

**Table 4 – Visits to employers**

Sector	Date	Employer
Agriculture	1 October	Hasatil
	2 October	Seeds For Life
IT and Administration	1 October	Alola Foundation
	2 October	Lorosae Computers
Mechanical	1 October	Dragon Motors
	2 October	Lino Lopes
Construction	1 October	Community Housing Limited
	2 October	ENSUL
Hospitality and Tourism	1 October	One More Bar
	2 October	Hotel Dili

We would like to thank most sincerely all the employers listed above for their welcome and the knowledge that they shared so willingly with our participants. Their contribution to this process was extremely valuable and provided valuable insights.

On October 3<sup>rd</sup> a lunch was held with employers to discuss Workplace Standards. The purpose of the lunch and workshop was to provide networking opportunities and encourage participation in the DNFP sector working groups expected to start in 2008. Some of the key issues discussed can be summarised as follows.

- WHY?? – Why should employers and training centres work together?

There are two objectives –



Firstly to ensure that training centres are providing quality training opportunities for their participants. These programs are considered to be quality programs when they provide pathways to employment.

Secondly that training centres are providing quality employees for the workforce. A quality employee has the right skills, knowledge and attitudes to be valued in the workplace.

- WHAT?? – What are training centres and employers working together to discuss?  
– Workplace standards

It is important for training centres and employers to work together to determine what the standards should be and how those standards can be achieved through training programs.

- HOW?? – How can these standards be identified and achieved?

This is an opportunity for the SSVTE to work together with employers and training centres to meet the standards required in the workplace. It is important for the Secretariat to be able to support the building of relationships between employers and training centres.

Through the creation of the National Labour Force Development Institute – this body will work with employers and training centres to develop national standards and training programs for implementation throughout Timor-Leste.

Through employers providing opportunities for trainees and trainers to participate in on-the-job training, so that they can experience first hand workplace expectations.

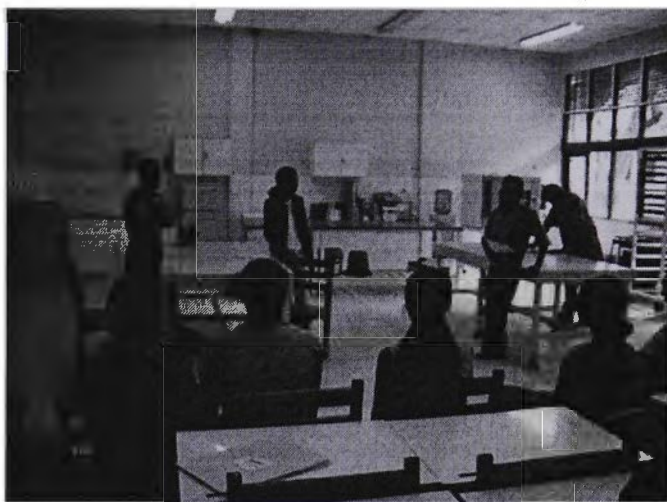
Two productive sectors were represented at the lunch; Construction – represented by ENSUL; and Agriculture – represented by HASATIL. In addition numerous visitors attended this lunch, including representatives from AusAID and Victoria University. Despite only two areas being represented valuable discussions evolved.

### 7.5. Monitoring visits to training centres

The purpose of the visits to training centres was to provide support to participants and centres with the implementation and application of their new knowledge and skills. Visits and tasks to be observed were negotiated with participants in advance. Two trainers visited each participant and in the most centres they also met with the directors. At the beginning of each visit the trainer made a plan with the participant to determine what needed to be achieved in the visit. These tasks included the completion of assessment tasks 4 or 6 and the revisiting of any remaining tasks that had been assessed as not yet competent.

In four instances additional follow up was required for participants who needed further assistance before being assessed as competent. These follow up consultations were held either in our Dili office or over the telephone. These visits were integral to the success of this program and resulted in the following positive outcomes:

- Stronger links between training centres and SSVTE staff
- Meaningful discussions with directors regarding the benefits of the program
- Increased awareness for TAA training team members of the conditions in which their participants were implementing their new knowledge
- First hand experience of participants' efforts to change their current practices and to experiment with the implementation of new skills and knowledge
- Provided support and credibility for participants in their centres.



## 8. Conclusion

Throughout the four blocks of training, one important question remained as an underlying focus for all that the training team was aiming to achieve. *What is a good trainer in Timor-Leste in 2007?*



Over the period of the training, groups were surveyed and interviewed regarding this question. The results of these interviews and surveys can be found below. As 27 internationally qualified participants departed Comoro, they departed with a common challenge and purpose; to become all that a trainer in Timor-Leste should be.

**Table 5: What is a good Trainer in Timor Leste 2007?**

Employers	Trainers
<ul style="list-style-type: none"><li>• Transfers skills</li><li>• Honest</li><li>• Quality</li><li>• Patience</li><li>• Disciplined</li><li>• Responsible</li><li>• Collaborates well</li><li>• Punctual</li><li>• Competent</li></ul>	<ul style="list-style-type: none"><li>• Principles</li><li>• Honest</li><li>• Strategies</li><li>• Competent</li><li>• Attitude of trainer</li><li>• Responsible</li><li>• Knowledge to teach</li><li>• Plans sessions</li><li>• Concentrates</li><li>• Style</li></ul>
Students	Directors
<ul style="list-style-type: none"><li>• Discipline</li><li>• Patience</li><li>• A good guide</li><li>• Qualified</li><li>• Creative</li><li>• Competent</li><li>• Knowledge</li><li>• Good relationship</li><li>• Experienced</li><li>• Responsible</li><li>• Honesty</li></ul>	<ul style="list-style-type: none"><li>• Honest</li><li>• Responsible</li><li>• Good communication</li><li>• Good curriculum</li><li>• Plans sessions</li><li>• Evaluates</li><li>• Punctual</li><li>• Motivating</li><li>• Flexible</li><li>• Credibility</li></ul>

This Certificate IV Training and Assessment program has been highly successful. Not only has this training provided an opportunity for individual trainers to develop their own capacity; it has also had national implications and benefits for the development of a quality national vocational training system.



training and vocational training opportunities for the youth of Timor-Leste can only be enhanced.

Through participating in this training, participants have developed an awareness of the importance of developing national standards for training in Timor-Leste and have indicated with great enthusiasm their willingness to be involved in these important decision making processes. This program has built strong, sustainable relationships between trainers, training providers, employers and the Secretariat. Through the continued development of these relationships, the quality of vocational teacher

## 9. Future Plans and Recommendations

There are a number of follow on activities that have been identified by the various stakeholders involved in this project. The directors have identified a total of 44 staff that need this training in 2008. There has also been considerable interest demonstrated by other organisations not directly involved in this project. The Secretariat has indicated a desire to train 50 vocational trainers in 2008. In addition to this, a number of other ideas have been suggested to research which is the most effective method and composition for training-

1. Training for a group of staff from one institution e.g. Escola Tecnic Fatumaca
2. Training for one productive sector e.g. working in partnership with Land o Lakes and agriculture trainers (there are 24 agriculture trainers in three schools)
3. Training for key productive sectors as identified by Secretariat.
4. Training in districts – e.g. Baucau, Maliana

The follow on activities are particularly important because -

- These participants have been trail blazers, they are not returning to an environment where people understand these new methodologies.
- Little application of learning previously.
- Very limited knowledge of competency based training and international systems.

The suggested activities will provided the essential support for learning to be applied and for participants to be mentored and supported during this crucial time.

Other activities that would be beneficial to support this training include –

- Mentoring – linking future training participants with previous training participants both in their district and within their productive sector. This would provide support for new learners and an opportunity for previous participants to ensure that their skills remain current.
- Professional development opportunities – provision of opportunities for previous participants to further develop their skills particularly in the areas of training methodology, and assessment methodology. However it is essential that these opportunities are participatory and involve active learning opportunities.
- Opportunity for professional development and to update for previous Certificate IV Workplace Training and Assessment qualification holders.
- Professional development for assessors – for future Certificate IV courses it would be possible to provide opportunities for previous participants to be selected as assessors. These assessors would be able to visit new participants to complete their assessments and send their reports back to the training team.



- Diploma of Training and Assessment – on the basis of application, existing Certificate IV TAA holders are offered the opportunity to increase their qualifications. This could be particularly appropriate for future INDMO members.
- Professional development opportunities for training coordinators and directors – opportunities for directors and coordinators to **complete** the Certificate IV as a group focusing on issues that relate to their roles could be beneficial.  
Additionally professional opportunities in the area of leadership and management could also be beneficial, e.g. Diploma of Frontline Management.
- Study Tour – by application, the opportunity for a group of trainers to visit Australia to participate in short term training opportunities and also to work with Industry Training Advisory Boards and other VET Authorities to gain an understanding of one system for organising vocational training at a national level.



Given the experience of conducting the Certificate IV Training and Assessment, the following recommendations are made. That:

1. Certificate IV Training and Assessment continues in 2008 and 2009 providing further opportunities for professional development for vocational trainers.
2. Strong and successful relationships continue between training centres and SSVTE.
3. International adviser support continues for at least a further two years.
4. Productive sectors be expanded to include additional areas, for example – food production and sewing.
5. Tetun literacy skills continue to be developed through the development of further resources and learning materials.
6. Participants and trainers for future programs are selected on interview.
7. Separate training courses for managers and trainers, so as to provide a focus on issues and skills related to their responsibilities.
8. One course is conducted in the districts eg Baucau as the importance of sharing opportunities between districts and Dili should continue.
9. Future courses address the gender balance; this would be assisted by the careful selection of productive sectors that employ women as well as men.
10. Visits to training centres to be increased, preferably one for each block, current participants could be included in these visits as a further opportunity for professional development and skill development as assessors.
11. Increase the amount of contact time from 18 days to 20 days.
12. A source of funding for transport costs needs to be identified.
13. Continue to build relationships with employers to ensure that they are actively involved in vocational training developments.

## 10. Appendix

### 10.1. Certificate IV Training and Assessment

<b>Purpose:</b> The TAA40104 Certificate IV in Training and Assessment contains the competencies required to deliver training in an industry area and to conduct competency-based assessment in a range of contexts.		
<b>Qualification Requirements:</b>  The TAA40104 Certificate IV in Training and Assessment contains 14 units: 12 core units PLUS 2 elective units		
Field	Unit code	Unit Title
<b>Learning Environment</b>	TAAENV401A	Work effectively in vocational education and training
	TAAENV402A	Foster and promote an inclusive learning culture
	TAAENV403A	Ensure a healthy and safe learning environment
<b>Learning Design</b>	TAADES401A	Use Training Packages to meet client needs
	TAADES402A	Design and develop learning programs
<b>Delivery and Facilitation</b>	TAADEL401A	Plan and organise group-based delivery
	TAADEL404A	Facilitate work-based learning
	TAADEL403A	Facilitate individual learning
	TAADEL402A	Facilitate group-based learning (Elective)
<b>Assessment</b>	TAAASS401A	Plan and organise assessment
	TAAASS402A	Assess competence
	TAAASS403A	Develop assessment tools
	TAAASS404A	Participate in assessment validation
<b>Training Advisory Services</b>	TAATAS401A	Maintain information requirements of training and/or assessment organisations (Elective)

10.2. Program Evaluation Form - Participants

FACILITATOR:

PARTICIPANT: \_\_\_\_\_ (Optional)

We are committed to excellence, continuous improvement, and providing the most relevant and effective training for you. Please give us your thoughts on the program you just attended. Thank you for your honesty and assistance.

How would you rate the following?	Excellent			Poor		
The training program was well organised	5	4	3	2	1	0
The facilities were suitable for training	5	4	3	2	1	0
The facilitator conveyed a thorough knowledge of the subjects covered	5	4	3	2	1	0
The facilitator’s explanation of concepts and techniques were easy to understand	5	4	3	2	1	0
The facilitator was organised	5	4	3	2	1	0
The facilitator involved all the participants	5	4	3	2	1	0
The course material was useful & relevant	5	4	3	2	1	0

Identify skills and knowledge gained that was or will be most helpful to you.

Positive Feedback

Recommendations for Improvement

### 10.3. Program Evaluation Form - Directors

DIRECTOR: \_\_\_\_\_

TRAINING CENTRE : \_\_\_\_\_

We are committed to excellence, continuous improvement, and providing the most relevant and effective training for Timor Leste. Please give us your thoughts on the program your staff just attended. Thank you for your assistance.

How would you rate the following?	Excellent			Poor	
The training program was well organised	5	4	3	2	1
The facilities were suitable for training	5	4	3	2	1
The content of the course was useful	5	4	3	2	1
The course material was useful & relevant	5	4	3	2	1
The methods of assessment for the course were useful	5	4	3	2	1
Opportunity for participants to network with trainers from their sector/ industry area	5	4	3	2	1

Identify any changes that you have observed in your staff member's training methods.

\_\_\_\_\_

Positive Feedback

\_\_\_\_\_

\_\_\_\_\_

Recommendations for improvement

\_\_\_\_\_

Should this course continue in the future? \_\_\_\_\_

How many of your staff would be interested in attending future Certificate IV courses?

\_\_\_\_\_

### 10.4. Summary of participants' program evaluation

**Program Evaluation – Block 1 Summary**

How would you rate the following?	Excellent			Poor		
The training program was well organised	5(8)	4(15)	3(1)	2	1	0
The facilities were suitable for training	5(7)	4(12)	3(5)	2	1	0
The facilitator conveyed a thorough knowledge of the subjects covered	5(5)	4(11)	3(8)	2	1	0
The facilitator's explanation of concepts and techniques were easy to understand	5(6)	4(11)	3(6)	2(1)	1	0
The facilitator was organised	5(6)	4(9)	3(5)	2	1	0
The facilitator involved all the participants	5(10)	4(8)	3(8)	2	1	0
The course material was useful & relevant	5(13)	4(6)	3(5)	2	1	0

**Program Evaluation – Block 2 Summary**

How would you rate the following?	Excellent			Poor		
The training program was well organised	5(6)	4(12)	3(1)	2	1	0
The facilities were suitable for training	5(6)	4(12)	3(1)	2	1	0
The facilitator conveyed a thorough knowledge of the subjects covered	5(8)	4(8)	3(3)	2	1	0
The facilitator's explanation of concepts and techniques were easy to understand	5(6)	4(9)	3(4)	2	1	0
The facilitator was organised	5(5)	4(12)	3(2)	2	1	0
The facilitator involved all the participants	5(13)	4(5)	3(1)	2	1	0
The course material was useful & relevant	5(9)	4(8)	3(2)	2	1	0

**Identify skills and knowledge gained that was or will be most helpful to you.**

- Plan and organise assessment (15)
- Competency based assessment (9)
- Develop assessment instruments (10)
- Participate in assessment evaluation (8)
- Maintain information and records (2)
- 

**Positive Feedback**

- Everything we learnt is good and follows the rules
- We always need help
- Increased experience (2)
- Prepared to be good trainers
- Increased knowledge and capacity about assessment
- Everything good

- Learnt about how to plan assessment
- Keeping documents
- Giving feedback
- Trainers are always ready to help
- Using an adult system of teaching
- Helped participants in assessment
- We can implement in our centres
- Helped me to make good assessment

### Recommendations for Improvement

- Change teaching style (2)
- Trainers give confidence to each other (1)
- Increase time (3)
- Continue Cert IV in 2008
- Give handouts out at the beginning of the session (6)
- Use simple language (2)
- Prepare money for transport
- Increase materials and change venue
- Look at other assessment methods/ tools
- Explain clearly case studies
- Change the starting time from 8:30 to 9:00

### Program Evaluation – Block 3 Summary

#### How would you rate the following?

The training program was well organised

#### Excellent

#### Poor

5(11)	4(11)	3	2	1	0
5(7)	4(12)	3(3)	2	1	0
5(9)	4(12)	3(1)	2	1	0
5(12)	4(8)	3(2)	2	1	0
5(11)	4(8)	3(3)	2	1	0
5(14)	4(7)	3(1)	2	1	0
5(14)	4(6)	3(2)	2	1	0

The facilities were suitable for training

The facilitator conveyed a thorough knowledge of the subjects covered

The facilitator's explanation of concepts and techniques were easy to understand

The facilitator was organised

The facilitator involved all the participants

The course material was useful & relevant

### Identify skills and knowledge gained that was or will be most helpful to you.

- Increase experience (12)
- Know how to plan sessions (9)
- Ability to make assessment (9)
- Working in groups

### Positive Feedback

- New knowledge that is very clear (10)
- Training process very good (3)

- Trainers were well prepared (7)
- Material relevant (1)
- More reference material (1)
- Organise time for discussion (1)

#### Recommendations for Improvement

- Increase time for discussion (3)
- Select participants who have the education background to understand the course (1)
- Need cooperation between MTRC and MoEc (1)
- Change the training venue to experience new places (1)
- Developing skills (3)
- Finish Cert IV (5)
- Trainers are well organised (1)
- Increase materials (1)
- Increase notebooks (1)

#### Program Evaluation – Block 4 Summary

How would you rate the following?	Excellent			Poor		
The training program was well organised	5(19)	4(5)	3(1)	2	1	0
The facilities were suitable for training	5(17)	4(8)	3(1)	2	1	0
The facilitator conveyed a thorough knowledge of the subjects covered	5(17)	4(7)	3(3)	2	1	0
The facilitator's explanation of concepts and techniques were easy to understand	5(10)	4(14)	3(4)	2	1	0
The facilitator was organised	5(21)	4(3)	3(2)	2	1	0
The facilitator involved all the participants	5(21)	4(3)	3(1)	2	1	0
The course material was useful & relevant	5(19)	4(5)	3(2)	2	1	0

#### Identify skills and knowledge gained that was or will be most helpful to you.

- Increased knowledge Cert IV (20)
- Personal confidence (1)
- Management
- Increased capacity (1)
- Good experience

#### Positive Feedback

- Found lots of new knowledge (6)
- Can implement new knowledge in Training Centres (6)
- Good advantages (3)
- Found competence (3)
- Materials were good and method of facilitation good (6)
- Information clear and relevant (2)

- Supported ideas and increased experience (2)
- Increased courage to work (1)
- In the future need to provide opportunity for others to follow this course (1)

#### **Recommendations for Improvement**

- Increase the duration of course (4)
- Cert IV to continue (10)
- Give opportunity to complete Diploma (9)
- Structure of training needs to change (1)
- Need to have a balance of males and females (1)

### **10.5. Summary of directors' program evaluation**

<b>How would you rate the following?</b>	<b>Excellent</b>			<b>Poor</b>	
The training program was well organised	5(9)	4(5)	3	2	1
The facilities were suitable for training	5(9)	4(5)	3	2	1
The content of the course was useful	5(8)	4(5)	3(1)	2	1
The course material was useful & relevant	5(7)	4(5)	3(2)	2	1
The methods of assessment for the course were useful	5(10)	4(4)	3	2	1
Opportunity for participants to network with trainers from their sector/ industry area	5(9)	4(1)	3(4)	2	1

#### **Identify any changes that you have observed in your staff member's training methods.**

- Method of training preparation is good (9)
- Staff capacity improved (1)
- Method of pedagogy improved
- structure of training – 18 days not in blocks (2)\

#### **Positive Feedback**

- Trainers learnt cook knowledge (2)
- Capacity to organise training increased (2)
- New capacity to develop assessment (1)
- New information about training
- Very good for helping students to learn
- Cert IV Training concluded
- Staff improved and made changes
- Help centres to network (1)
- Increased ideas regarding stimulating interest in students
- Training very positive
- Positive opportunity

## **Recommendations**

- Continue Cert IV 2008 (8)
- Study about analysis
- Participatory methods
- Provide training for community
- Provide training at higher level of qualification
- Give training in sectors/ areas (1)
- Increase the number of participants
- Training for Directors about management of schools
- Give money for attending the course
- Organise training in holidays
- Organise a study tour to Australia

Is it important to continue this course in the future? 14

How many staff would you like to complete Certificate IV in the future? 44

**10.6. District, sector, training centres, participant**

<b>District</b>	<b>Sector</b>	<b>Training Centre</b>	<b>Participant</b>
Aileu	Administration and IT	Centro Treinamento e Recursos	Julio Sarmento
Baucau	Administration and IT	Centro de Desenvolvimento Comunitario	Joao do Carmo Pinto
Baucau	Construction	Centro de Formacao e Desenvolvimento da Diocese	Jaime da Costa Soares
Baucau	Tourism and Hospitality	Centro Trenio Integral e Desenvolvimento	Santina da C Borges
Baucau	Automotive	Escola Tecnica Don Bosco Fatumaca	Alexandrino Gomes
Baucau	Tourism and Hospitality	Escola Tecnica Profisional Santa Maria Mazzarella	Filomena de Sousa
Baucau	Administration and IT	InfoTimor	Alipio Brito Simoes
Baucau	Agribusiness	Loron Aban Hahu Ohin	Jeronimo Soares
Bobonaro	Agribusiness	Escola Tecnica Agriccola	Aniceto Lopes
Bobonaro	Agribusiness	Escola Tecnica Agriccola	Afonso dos Santos da Conceicao
Covalima	Tourism and Hospitality	Claret Training Centre	Marta dos Reis
Dili	Administration and IT	Centro Juvenil Padre Antonio Viera	Antoninho da Silva
Dili	Automotive	Dili Institute of Technology	Francisco Cosme de S. G
Dili	Automotive	Don Bosco Training Centre	Osvaldo da Silva
Dili	Construction	Don Bosco Training Centre	Jose Henrique Faria
Dili	Administration and IT	East Timor Development Agency	Filomena Alves
Dili	Construction	Senai Training Centre	Pedro de Jesus
Dili	Tourism and Hospitality	Senai Training Centre	Isolino da Costa P
Dili	Administration and IT	World Vision International	Osvaldo NX da Silva
Lautem	Administration and IT	Centro Formasaun Informatica e Costura	Sister Alexandrina Pinto
Lautem	Automotive	Escola Tecnica Los Palos	Constancio Gonzaga
Lautem	Automotive	Fundasaun Fini Timor Loro Sa'e	Luis Adino Cristovooao
Liquica	Construction	Centro Nacional de Emprego e Formação Profissional	Egidio de Carvalho
Liquica	Construction	Centro Nacional de Emprego e Formação Profissional	Mateus Aniceto

## 10.7. Programs for each block of training

### Program Block 1

	Sesaun ida – 8:30 – 10:00 Otl	Sesaun rua – 10:30 – 12:30 Otl	Sesaun tolu – 1:30 – 3:30 Otl
<b>Segunda 18 Junyu – Loron ida</b>	8:30 - Registra 9:00 - Seremonia Arbertura	Philosophi Struktura Kursu Espetasaun	‘Setting the Scene’ Enrolmentu ID photos
<b>Tersa 19 Junyu – Loron rua</b>	TAAENV401A <i>Servisu efektivu iha formasaun profesional</i>  Introdusaun kona ba VET	TAAENV401A <i>Servisu efektivu formasaun profesional</i>  Centru Treinamentu iha Timor Leste	TAAENV401A <i>Servisu efektivu iha formasaun profesional</i>  Serbisu iha Centru Treinamentu Timor Leste
<b>Quarta 20 Junyu – Loron tolu</b>	TAADES401A <i>Usa pakote treinamentu hodi hasoru klientes nia necesidade</i>  Pakote Treinu iha Timor Leste – Saida mak imi uza?	TAADES401A <i>Usa pakote treinamentu hodi hasoru klientes nia necesidade</i>  Kompetensia/ Dimensional husi Kompetensia	TAADES401A <i>Usa pakote treinamentu hodi klientes nia necessidade</i>  Kontextualisaun Pakote Treinu Haree fila fali buat nebe ita hili.
<b>Kinta 21 Junyu – Loron haat</b>	TAADES402A <i>Dezenya no dezemvolve programa aprendezagem</i>  Programa Aprendezagem <ul style="list-style-type: none"> <li>• Definisaun</li> <li>• Opsaun geral</li> </ul>	TAADES402A <i>Dezenya no dezemvolve programa aprendezagem</i>  Programa Aprendezagem <ul style="list-style-type: none"> <li>• Kontiudu</li> <li>• Rekursu</li> </ul>	TAADES402A <i>Dezenya no dezemvolve programa aprendezagem</i>  Programa Aprendezagem <ul style="list-style-type: none"> <li>• Struktura</li> <li>• Planu</li> <li>• Review</li> </ul>
<b>Sesta 22 Junyu – Loron lima</b>	TAADES402A <i>Dezenya no dezemvolve programa aprendezagem</i> TAADEL401A <i>PLanu no organza grupo basiku</i> TAADEL404A	TAAENV401A <i>Servisu efektivu formasaun profesional</i> TAADEL404A <i>Fasilita aprendizagem serbisu basiku</i> TAADEL403A <i>Fasilita aprendizagem</i>	TAAENV401A <i>Servisu efektivu formasaun profesional</i>

	<i>Fasilita aprendizagem serbisu basiku</i> <b>TAADEL403A</b> <i>Fasilita aprendizagem individual</i> <b>TAADEL402A</b> <i>Fasilita aprendizagem grupu basiku</i> <b>Maniera Aprendizagem</b>	<i>individual</i>     <b>Komunikasaun</b>	     <b>Serbisu 1 - Avaliasaun</b>
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**Program Block 2**

	<b>Sesaun ida – 8:30 – 10:00 Otl</b>	<b>Sesaun rua – 10:30 – 12:30 Otl</b>	<b>Sesaun tolu – 1:30 – 3:30 Otl</b>
<b>Segunda 23 Julhu – Loron ida</b>	<p>Asesmentu katak sa?</p> <ul style="list-style-type: none"> <li>• Fokus</li> <li>• Kontextu</li> </ul> <p>Nesesidade partisipante/ suporta no karakteristiku Direitu no responsabilidades</p> <p><b>TAAASS401A Planu no organiza asesmentu</b>  <b>TAAASS402A</b>  <b>Asesmentu kona ba kompetensia</b></p>	<p>Kompetente</p> <p>Prinsipio Asesmentu</p> <p>Regulamentu Evidensia</p> <p><b>TAAASS402A</b>  <b>Asesmentu kona ba kompetensia</b></p>	<p>Planu asesmentu</p> <ul style="list-style-type: none"> <li>• Rekursu</li> <li>• Tempu</li> <li>• Halot</li> </ul> <p>Politika Asesmentu</p> <p><b>TAAASS401A Planu no organiza asesmentu</b>  <b>TAAASS402A</b>  <b>Asesmentu kona ba kompetensia</b></p>
<b>Tersa 24 Julhu – Loron rua</b>	<p>Instrumentu no metodu asesmentu.</p> <p><b>TAAASS403A</b>  <b>Desenvolve instrumentu kona ba asesmentu</b></p>	<p>Halo Lista Revé</p> <p><b>TAAASS403A</b>  <b>Desenvolve instrumentu kona ba asesmentu</b></p>	<p>Halo Lista Revé</p> <ul style="list-style-type: none"> <li>• Individual</li> <li>• Praktika nudar asesor</li> </ul> <p><b>TAAASS403A</b>  <b>Desenvolve instrumentu kona ba asesmentu</b></p>
<b>Quarta 25 Julhu – Loron tolu</b>	<p>Desijaun kona ba Asesmentu</p> <ul style="list-style-type: none"> <li>• Rekeremento</li> <li>• RPL (Surat Rekonyesementu Uluk)</li> <li>• RCC (hare ba kompetensia nebe agora)</li> <li>•</li> </ul>	<p>Dokumentasaun</p> <ul style="list-style-type: none"> <li>• Arkivu</li> <li>• Relatorio/ Feedback (Umpanbalik)</li> <li>• Profil Staf</li> <li>• Filing Cabinet</li> </ul>	<p>Revé Asesmentu</p> <ul style="list-style-type: none"> <li>• Uza regulamentu evidensia</li> </ul> <p>Prosesu revé</p>

	<b>TAAASS402A</b> <i>Asesmentu kona ba kompetensia</i> <b>TAAASS403A</b> <i>Desenvolve instrumentus kona ba asesmentu</i>	<b>TAAASS402A</b> <i>Asesmentu kona ba kompetensia</i> <b>TAATAS401A</b> <i>Mantein informasaun no arkivu</i>	<b>TAAASS402A</b> <i>Asesmentu kona ba kompetensia</i> <b>TAAASS403A</b> <i>Desenvolve instrumentus kona ba asesmentu</i> <b>TAAASS404A</b> <i>Partisipa iha avaliasaun asesmentu</i>
<b>Kinta 26 Julhu – Loron haat</b>	Asesmentu	Asesmentu	Asesmentu Sesaun 4 - Asesmentu
<b>Sesta 27 Julhu – Loron lima</b>	Asesmentu	Partisipantes ba uma	

### Program Block 3

	<b>Sesaun 1</b> <b>8.30 – 10.00</b>	<b>Sesaun 2</b> <b>10.30 – 12.30</b>	<b>Sesaun 3</b> <b>1.30 – 3.30</b>	<b>Sesaun 4</b> <b>4.00 – 5.00</b>
<b>Segunda</b> <b>17 Setembru</b>	<p>Introdusaun no Bemvindu iha Comoro</p> <p>Ba Tibar Preparasaun for Treinamentu</p> <p><b>TAADEL401A</b> <i>Planu no organiza grupu basiku</i> <b>TAADEL402A</b> <i>Fasilita apredijagem grupu basiku</i></p>	<p>Serbisu diak ho grupu</p> <p>Planu Sesaun</p> <p><b>TAADEL401A</b> <i>Planu no organiza grupu basiku</i> <b>TAADEL402A</b> <i>Fasilita apredijagem grupu basiku</i></p>	<p>Sesaun ho Director no staf sira kona ba Sentru Treinamentu - Tibar</p> <p><b>TAAENV401A</b> <i>Serbisu efektivu iha Formasaun Profisional</i> <b>TAADEL401A</b> <i>Planu no organiza grupu basiku</i> <b>TAADEL402A</b> <i>Fasilita apredijagem grupu basiku</i> <b>TAAENVDezenvolve ambiente apredijagem kona ba saude no seguransa nebe diak</b> <b>TAATAS401A</b> <i>Mantein informasaun no arquivos</i></p>	
<b>Tersa</b> <b>18 Setembru</b>	<p>Planu Sesaun</p> <p><b>TAADEL401A</b> <i>Planu no organiza grupu basiku</i> <b>TAADEL402A</b> <i>Fasilita apredijagem grupu basiku</i></p>		<p>Visita Sentru – Senai – Grup A Visita Sentru – World Vision – Grup B Visita Sentru – ETDA – Grup C Visita Sentru – DIT – Grup D Desloka 1.30 for 2.00</p> <p><b>TAAENV401A</b> <i>Serbisu efektivu iha Formasaun Profisional</i> <b>TAADEL401A</b> <i>Planu no organiza grupu basiku</i></p>	

			<b>TAADEL402A</b> <i>Fasilita apredijagem grupu basiku</i> <b>TAAENV</b> <i>Dezemvolve ambiente</i> <i>aprendijagem kona ba saude no</i> <i>seguransa nebe diak</i> <b>TAATAS401A</b> <i>Mantein informasaun no arquivos</i>	
Kuarta 19 Setembru	Prepara Asesmentu  <b>TAADEL401A</b> <i>Planu no</i> <i>organiza grupu</i> <i>basiku</i> <b>TAADEL402A</b> <i>Fasilita</i> <i>apredijagem</i> <i>grupu basiku</i>	Evaluasaun Sesaun Treinamentu  <b>TAADEL401A</b> <i>Planu no</i> <i>organiza grupu</i> <i>basiku</i> <b>TAADEL402A</b> <i>Fasilita</i> <i>apredijagem</i> <i>grupu basiku</i>	Asesmentu Grupu A (3)  Grupu B (3)  <b>TAADEL401A</b> <i>Planu no</i> <i>organiza grupu</i> <i>basiku</i> <b>TAADEL402A</b> <i>Fasilita</i> <i>apredijagem</i> <i>grupu basiku</i>	Ajuda ho Asesmentu
Kinta 20 Setembru	Asesmentu Grupu A (3)  Grupu B (3)  <b>TAADEL401A</b> <i>Planu no</i> <i>organiza grupu</i> <i>basiku</i> <b>TAADEL402A</b> <i>Fasilita</i> <i>apredijagem</i> <i>grupu basiku</i>	Asesmentu Grupu A (3)  Grupu B (3)  <b>TAADEL401A</b> <i>Planu no</i> <i>organiza grupu</i> <i>basiku</i> <b>TAADEL402A</b> <i>Fasilita</i> <i>apredijagem</i> <i>grupu basiku</i>	Asesmentu Grupu A (3)  Grupu B (3)  <b>TAADEL401A</b> <i>Planu no</i> <i>organiza grupu</i> <i>basiku</i> <b>TAADEL402A</b> <i>Fasilita</i> <i>apredijagem</i> <i>grupu basiku</i>	Evaluasaun/ Remata Koalia kona ba Blok 4

#### Program Block 4

	Sesaun 1 8.30 – 10.00	Sesaun 2 10.30 – 12.30	Sesaun 3 1.30 – 3.30	Sesaun 4 4.00 – 5.00
Segunda Outobru 1	Treinamentu iha Serbisu	Treinamentu iha Serbisu	Visita ba Sectores Desloka 1.30 ba 2.00 Fokus – OHS <ul style="list-style-type: none"> <li>• Konstrusaun Sivil - CHL</li> <li>• Infromasaun Teknologia/ Admin - ALOLA</li> <li>• Hospitalidade no Turismo – One More Bar</li> <li>• Agrikultura - Hasatil</li> <li>• Mekanika - Dragon</li> </ul>	



			<b>Promove kultural aprendijagem inklusivu</b> <b>TAADEL401A</b> <b>Planu no organiza grupu basiku</b> <b>TAADEL402A</b> <b>Fasilita aprendijagem grupu basiku</b>	
<b>Kuarta</b> <b>Outobru 3</b>	<b>OHS iha Sentru Treinamentu</b>  <b>TAAENV403A</b> <b>Dezemvolve ambiete aprendijagem kona ba saude no seguransa nebe diak</b>	<b>OHS iha Serbisu fatin</b>  <b>TAAENV403A</b> <b>Dezemvolve ambiete aprendijagem kona ba saude no seguransa nebe diak</b>	<b>12.30 – 4.00 Almosu ho Empresariu</b> <b>Workshop aktividade kona ba standartu iha serbisu fatin no isu ba setores nebe iha dadaun</b> <b>TAAENV401A</b> <b>Servisu efektivu iha formasaun profesional</b> <b>TAADES401A</b> <b>Uza pakote treinamentu hodi hasoru klientes nia necessidade</b> <b>TAADEL404A</b> <b>Fasilita aprendijagem serbisu basiku</b> <b>TAAENV403A</b> <b>Dezemvolve ambiete aprendijagem kona ba saude no seguransa nebe diak</b> <b>TAAENV402A</b> <b>Promove kultural aprendijagem inklusivu</b> <b>TAADEL401A</b> <b>Planu no organiza grupu basiku</b> <b>TAADEL402A</b> <b>Fasilita aprendijagem grupu basiku</b>	
<b>Kinta</b> <b>Outobru 4</b>	<b>Treinamentu ho Individual</b>  <b>TAADEL403A</b> <b>Fasilita aprendijagem individual</b>	<b>Oinsa sai treinador nebe diak?</b> - Diretores nia hanoin - Estudantes iha Sentru Treinamentu - Partisipantes - Empresariu <b>TAADEL401A</b> <b>Planu no organiza grupu basiku</b> <b>TAADEL402A</b> <b>Fasilita aprendijagem grupu basiku</b>	<b>1.30 Evaluasaun no remata</b> <b>3.00 Seremonia Enseramentu</b>	<b>Merenda</b>