

Land O'Lakes, Inc.

1989 INTERNATIONAL FARMER PROGRAM

Training Booklet for Host Families

Agri-Business

Jamaican learning the Minnesota way of farming

By HAROLD SEVERSON
For Eastern Town & Country Editor

BYOTA — Clinton Thomas can't be picking coffee berries the usual way. Or reaching up and plucking them from a plant that looks like a tree but isn't. Or milking cows that send parts of their bodies and brains gone to their present milking.

Thomas, who is 31 and a native of Jamaica, will be spending the summer months in a different climate and environment than his tropical homeland. He arrived in March at the farm of Clinton and Len Pagan at Eyota Township for a five-month stay. He is one of six young Jamaicans who will be completing their training through Land O'Lakes' International Farmer Program.

Clinton Thomas is one of six young Jamaicans who will be completing their training through Land O'Lakes' International Farmer Program. He will spend five months with the Pagan family on the Eyota farm.

Los family chosen to host Jamaican

Harvey and Barbara Los of rural Princeton have been selected as a host family for the Land O'Lakes 1989 International Farmer Program.

The program involves placement of young farmers from developing countries on the farms of Land O'Lakes members.

The Los family will host Marvin Morgan of Barbados, Guyana, who is in his final year at the College of Agriculture, Fort Antigua, Jamaica. He will spend five months with them before going to Minneapolis for a month of technical training.



Recently arrived from Jamaica, Clinton Thomas is adjusting to Minnesota's climate as a trainee on the Eyota Township farm of Clinton and Len Pagan. He will spend five months with the Pagan family on the Eyota farm.

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It was not just dairy that interested Clinton Thomas. He had heard that the farm owner and manager had farm laborers. He was to spend 5 years to learn the Wisconsin way of farming. He wants to own and operate a farm and provide the labor.

In addition, Martha notes that you will not find equipment or synthetic tires in Jamaica. The farm buildings are milk farms. And cooperatives (the milk processors) are a very important part of the farm.

Participants get the final training. International Farmer Program participants spend a month at technical training in Minneapolis. They will then return to their home countries for a year.

Program develops 100 farm workers in the United States. The International Farmer Program of Land O'Lakes is a cooperative effort to help young farmers from other countries.

Jamaica. It provides training for farmers with agricultural and cooperative backgrounds. Land O'Lakes staff will be starting and developing the program in other countries.

The Land O'Lakes International Farmer Program is a cooperative effort to help young farmers from other countries. This year, Land O'Lakes will host seven Jamaican trainees and two from Guyana.

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Ag Trainees at Schoephoerster farm

Keith Marquardt of Jamaica is adjusting to Minnesota's climate as a trainee on the Schoephoerster farm of Keith and Len Pagan. He will spend five months with the Pagan family on the Schoephoerster farm.



Passing on knowledge. Keith Marquardt of Jamaica is adjusting to Minnesota's climate as a trainee on the Schoephoerster farm of Keith and Len Pagan. He will spend five months with the Pagan family on the Schoephoerster farm.

Jamaican served by the host host

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JADE sponsors training programme

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Jamaicans learn repair of farm machinery from veteran machinist

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Minnesota

Jamaica

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PROGRAM DESCRIPTION OF THE INTERNATIONAL FARMER PROGRAM
LAND O'LAKES, INC.
INTERNATIONAL DEVELOPMENT DEPARTMENT
1983-1989

I. INTRODUCTION

Welcome to the Land O'Lakes International Farmer Program!

Land O'Lakes, Inc. (LOL) takes great pleasure in offering its farmer members and its foreign counterparts the opportunity to participate in its International Farmer Program (IFP). The program involves placement of young farmers from foreign countries on the farms of Land O'Lakes members in the North Central United States, where they are expected to live and work as a member of the host family. One month of technical training off the farm is scheduled at the end of the program.

The purpose of the program is three-fold. First, it is intended to provide practical on-the-farm training for the foreign farmer, as well as to upgrade his or her dairy farming skills. The participant then returns to his/her own country to exchange experiences with other farmers and broaden the program's impact. Secondly, the program benefits the host family by exposing them to another culture, and by allowing them to learn, through the trainee, about the farming techniques of another country. Finally, the program endeavors to strengthen international agriculture and the cooperative system through the exchange of the new technologies, skills, and concepts in dairy production.

Land O'Lakes believes that this type of program will build a foundation of trust, cooperation and mutual respect between itself and its foreign agricultural partners. This program is expected to serve as the base for future commercial and noncommercial activities that may be pursued through such a cooperative training endeavor.

History and Organization

Dr. LaVern Freeh, Vice President of International and Public Affairs, designed and directed a farmer exchange program at the University of Minnesota for many years before implementing a similar idea at Land O'Lakes. In August of 1983, four Korean farmers were the first participants in the LOL program. They lived on farms in Minnesota and Wisconsin for three months. The 1984 program was expanded to include another country, Costa Rica. In 1985 the program expanded slightly more to seven and a half months. In 1986 trainees from Ecuador and Costa Rica participated for a total of eight and a half months in order to be able to experience a full crop-growing cycle. After a year of program redesign, the 1988 program offered opportunities to young Jamaican farmers for a streamlined six-month program. Due to the success of the 1988 program, the program of 1989 will be very similar to that of 1988, adding a seventh month option for trainees.

Administration

This program is conducted by the staff of the International Development Department of Land O'Lakes, Inc. All suggestions or questions should be directed to Ms. Lori Anderson, program director, or Mr. Jim Frantz, program coordinator.

The program responds to the desires of three groups:

1. International agricultural trainees desiring practical on-the-job training in production agriculture; experience in intercultural communication; and practice in the English language for non-native speakers.
2. North Central United States farm families desiring to host a trainee from another country and to share an intercultural living experience/learning exchange of ideas and farming methods.
3. Land O'Lakes and its foreign agricultural partners, each of which benefits from the interaction of their members/constituents.

II. PROGRAM DESCRIPTION

General Program Goals

1. To promote the exchange of technology and mutual understanding between agricultural cooperatives and commercial organizations on a worldwide scale.
2. To implement training in such a way as to support and expand upon agricultural principles of the trainee's own culture.

Specific Objectives

1. To aid trainees in learning new methods of agriculture, new approaches to managing farms or agricultural businesses, and in developing new practical skills.
2. To provide the trainees with cross-cultural experiences valuable to their personal and social development.
3. To strengthen the agricultural production system of the foreign country through the introduction of new technologies, skills, and concepts in dairy production.
4. To offer the trainees the opportunity to develop proficiency in the English language if they are not native speakers and to learn U.S. agricultural terminology.

The objectives are met by providing the trainees with:

1. A host family and community environment conducive to developing an understanding of U.S. rural life.
2. A placement conducive to receiving agricultural training in areas of interest to the trainees.
3. A social environment conducive to intercultural communication between the people of the United States and the participants from other countries.
4. A daily opportunity to use the English language (non-native speakers).

In addition, the program offers the U.S. farmer:

1. An opportunity to become acquainted with a foreign trainee as an individual.
2. The chance for their agricultural community to exchange agricultural methods, as well as the socio-cultural, political and economic ideas with the trainees.

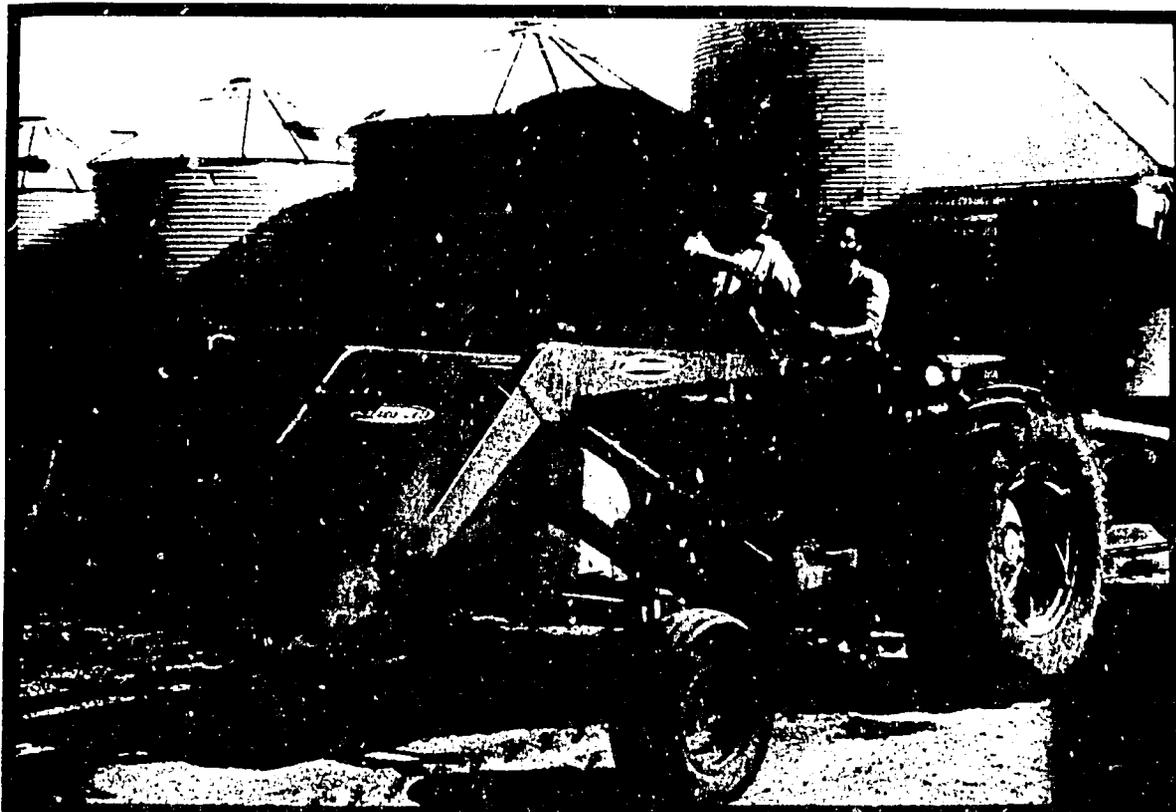
Practical On-the-Farm Training Period

The main objective of the International Farmer Program is to offer the opportunity for practical dairy farming experience by placing trainees on typical Midwestern farms. It is neither a travel opportunity nor a money-making venture for trainees. It is understood that they will live on one farm for the entire five-month practical training period, and that it is the responsibility of the farmer to assure that the trainee is exposed to different activities in the immediate geographical area during that time.

The trainee will be "learning by doing" on the farm. This means that he/she will be participating in every aspect of farm life, from the menial, everyday chores to understanding how U.S. farmers make management decisions. The trainee is NOT a hired laborer but a student of the many diverse aspects of a farm operation. While it is understood that you are not professional teachers, you are professional farmers, and you are successful. You should try to teach the trainee as much as possible of what you know about farming.

The training will require a team effort between you and the trainee. On the one hand, you will present the trainee with knowledge and facts as best you can. Please be sensitive to the fact that when it is necessary to correct the trainee, doing so in a loud or angry voice may disturb him/her rather than be constructive. Previous trainees have indicated that they are not accustomed to being reprimanded aggressively, so they are quite taken aback by it. They tend to take loud or angry instructions personally, even when you do not mean them that way.

On the other hand, the trainee's responsibility is to take this new knowledge, record it, and use it. You must remember that the trainee may be reluctant to ask you questions for fear of being disrespectful or being considered unintelligent. While it may be difficult to understand his/her use of



English, please be patient. Try to encourage the trainee to discuss ideas or agricultural practices that are new or different to him/her.

It is important to remember that the training period is a continuous process, with several discernible levels of learning. Take a moment to imagine these stages:

Stage I: Technical Skills: The trainee will immediately begin working on technical skills. This means learning the day-to-day activities of the farm. Some participants may catch on quickly, while others may tell you that they understand something when they actually don't. Please take the time to assess your trainees abilities, and slow down if necessary.

Stage II: Management Skills: Once the participant has mastered the daily routine, they will be interested in further challenges. Most participants will want to know how you run your farm, and how you make your business decisions. You should try to include him/her in the management of the farm when you feel he/she is ready for it. Otherwise, your trainee could easily become bored and restless.

Stage III: Community Involvement: Once the participant has grasped the overall operation of your farm, he or she may be interested in learning how your activities fit with those of your community. He/she should become familiar with professional farmer's organizations such as Farm Bureau, Minnesota Corn Growers, and other organizations such as coops and elevators. Local implement dealers, livestock markets, and processing plants will also be of extreme interest to your trainee. The Land O'Lakes Dairy Rep will be aware that your trainee is staying with you, and can be relied on to expose them to off-the-farm activities. Keep in touch with him to arrange these activities for the trainee.

NOTE: The above stages will not necessarily follow this order. You will probably encounter aspects of each of them at any given time in the training period. But with these ideas in mind, you will be better prepared to recognize your trainee's needs and abilities.

In this "hands-on" training, your attitude may well make the difference between the trainee's having a rewarding experience or becoming disillusioned and depressed. You should keep in mind the following aspects of the program:

1. The trainee understands that there are times when long hours of work will be required. However, he/she should not be expected to work longer than you or your family does. He/she needs one "day off" weekly, despite the fact that you do not get a day off. If you ask your trainee to work on a scheduled "day off," be careful to set another day aside as a substitute "day off."
2. All trainees have had previous farm experience. However, there will be many things that are new to them, so patience and understanding on your part is essential. You should be sensitive to boredom on the part of the trainee and encourage him or her to take on greater responsibility.
3. Your instructional responsibilities during the training period include:
 - a. To teach new agricultural practices and technology associated with agricultural production in the Midwest.
 - b. To teach farming methods, skills, systems and concepts.
 - c. To help the trainee develop competencies and skills necessary for production agriculture.
 - d. To help the trainee develop relationships with the people in your community and an understanding of the people of the United States.
 - e. To help the trainee develop proficiency in the English language (if a non-native speaker).
 - f. To instruct the trainee in your method of farm management, including finances and planning.
4. Most importantly, have a good sense of humor!!



Technical Training

The last month of the program is spent off the farm in technical training. It is generally more academic in nature, though short-term hands-on training is a possibility during this time. Participants may pursue in-depth exposure in areas such as artificial insemination, basic machine repair, extension techniques, dairy herd management, cheesemaking, dairy processing or in other related subjects.



Expenses

During the five-month, practical training period, the farmer is responsible for providing a stipend plus room and board for the trainee. The stipend is \$350/month, and should not be considered a wage. The farmer is also expected to provide liability insurance for the trainee to cover accidents while working on the farm.

The sponsoring organization is responsible for the trainee's passage to the United States and the return trip home. They also provide the trainee's lodging expense during the weekend get-together, field trip to Iowa, and the technical training period.

Each trainee must bring a return air ticket. The trainee is responsible for all meals during the program's weekend get-together, field trips, off-the-farm leisure time, and the month of technical training. The trainee must also pay all long-distance phone calls made or received at any time. In addition, the trainee is required to pay for personal health insurance to cover sickness, accident, medical, dental, and hospital expenses. Arrangements for such insurance are made by Land O'Lakes, but paid for by the trainee.

Evaluation

The success of the program depends greatly on the definition of goals by both the farm family and the trainee. During the orientation at the beginning of the program, you will have the opportunity to discuss and list some common goals that should be worked on throughout the program. Every month, the trainee may be asked to submit a short report to the coordinator on his/her experience and progress. At the end of the training period, the farmer and trainee will evaluate the accomplishment of the various goals.

Twice during the five months of practical training the program coordinator will visit each farm. The first visit will occur within the first four to six weeks of the program, followed by a second visit towards the middle of the five-month program. These visits are meant to give the farmer and the trainee the opportunity to discuss their initial adjustment with the coordinator, and to help improve communication or training early in the program.

Approximately half-way through the program, the program director and/or coordinator will hold group evaluation meetings for trainees. Again, the input of the trainees will be crucial to correcting problems and improving the program.

Requirements

A. Trainees

1. Work experience: Only those persons who have had previous farm experience will be allowed to participate in this program. Land O'Lakes requires that you have worked on a farm or in a dairy plant for at least three years, and that you be accustomed to the daily labor that takes place.



2. Language ability: The trainee MUST be able to speak and understand English well. Prior program experience has shown that trainees who cannot fully communicate with their host family are often the most unhappy during their stay.
3. Age: The trainee must be 20 to 25 years old at the beginning of the program.
4. Position: The trainee should be a leader in his/her own community and be able to share experiences in the program with peers upon returning home. The ideal trainee is one who is involved in all aspects of dairy farming and desires to expand his/her general knowledge of dairying.
5. Expenses: The trainee must be able to pay for the following expenses:
 - a. All meals while in Minneapolis for the orientation, field trips, and final evaluation.
 - b. Meals during one month of technical training.
 - c. Personal health insurance for the entire program period.
 - d. All doctor/hospital bills incurred during the program that are not covered by insurance .
 - e. All long-distance telephone calls made or collect phone calls received while in the U.S.

B. Participating Foreign Organizations

1. To seek and participate in selection of trainees who understand and meet requirements noted above.
2. To provide round-trip airfare for trainees.
3. To share the cost of the trainee's technical training with Land O'Lakes.
4. To pay for the trainee's lodging during orientation, field trip, weekend get-together, and technical training.
5. To ensure that the trainees have proper passports and visas necessary for the six month program.
6. To guarantee that any of the above-mentioned expenses be paid by the trainee.

C. Host Family

1. To provide trainee with room and board and a \$350.00/month stipend during the entire farm stay.
2. To provide farm liability insurance to cover on-farm accidents.
3. To treat trainee as a temporary member of the family, not as a hired laborer.



4. To allow the trainee one "day off" each week, and to allow trainee to participate in scheduled program field trips.

What is a day off?

- a. If the trainee leaves the farm and/or decides to take the entire day off.
- b. If the trainee attends a family outing for more than a half day.

What is not a day off?

- a. If the trainee attends an outing with the family for a half day or less.
- b. If the trainee does the regular chores on Sunday with the family.
- c. When the trainee attends the scheduled field trips.

5. To allow program coordinator to visit trainee on the farm, and to participate in discussions at that time.
6. To provide trainee the opportunity to visit neighboring dairy farms and community farming activities.
7. To participate in orientation sessions and final evaluation sessions.
8. To provide transportation between Land O'Lakes headquarters and the farm at the following times:
 - a. From Land O'Lakes to the farm at the beginning of the program.
 - b. To/from Land O'Lakes for scheduled field trips.
 - c. To/from the Land O'Lakes Young Farmer Away-For-A-Day Program.
 - d. To Land O'Lakes at the end of the program.
 - e. To/from Minneapolis for seventh month of IFP should host family and trainee decide to participate in an extra month of training.

9. To teach trainee aspects of United States farming agreed upon by trainee and host farmer at the orientation session.
10. To expose trainee to a variety of social activities within the community.

D. Land O'Lakes

1. To interview and select foreign trainees.
2. To interview and select participating host farmers.
3. To provide introductory orientation for trainees and host farmers.
4. To make at least two on-farm visits to each trainee during the program.
5. To plan and supervise field trips, technical training, and all evaluation meetings.
6. To plan and coordinate all aspects of technical training.
7. To share the cost of the trainee's technical training with the participating foreign organization.
8. To provide overall management and supervision for entire program.

E. Other

1. Trainees are expected to adapt to U.S. eating habits during the program. Host farmers are not expected to prepare separate meals for the trainees.
2. Trainees are responsible for having proper clothing for the entire six months. This includes a heavy jacket or coat and work boots.

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The staff of Land O'Lakes looks forward to a meaningful and enriching training program. If there are any questions relating to any requirement or aspect of the program, please contact:

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Telephone: (612) 481-2507
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1989 International Farmer Program Schedule

January - February	Host families and trainees interviewed and selected for the 1989 program.
March 19	Trainees arrive in Minneapolis.
March 20	Trainees tour Minneapolis/St. Paul. -- Apply for Social Security cards. -- Shop for warm work clothes.
March 21	Trainees meet host families and all attend one-day orientation. Trainees discuss cross-cultural adjustments and training plans, and attend safety seminar. Host families partake in one-day cross-cultural orientation. Trainees go home with host families and begin training. Good luck!
March 21 - August 18	This represents the practical on-the-farm training phase of the International Farmer Program.
Late April	The program coordinator visits each farm. The program director and coordinator are available throughout the training period to assist host families and trainees.
May 5, 6, 7	Weekend get-together in Minneapolis for all trainees.
June 15	Deadline for decision concerning 7th-month option. Insurance premium due for this period.
Mid-June	Program coordinator makes 2nd farm visit.
June 26 - 28	Field trip to Land O'Lakes Answer Farm in Ft. Dodge, Iowa.
August 18	Trainees leave host farms for Minneapolis.
August 21 - September 15	Technical training in Minneapolis.
September 17	Trainees return to Jamaica.
September 18	Trainees opting for additional training return to farms.
October 13	Trainees return to Minneapolis.
October 15	Trainees leave for Jamaica.

CULTURE SHOCK

Culture shock is very natural. It has been compared to the "physical shocks" your body experiences when traveling to a foreign place. Just as your body is shocked by change of climate, food, and water, so are your mind and emotions shocked by change in routine, customs, and language.

People go from being able-bodied, confident adults in their own culture to becoming dependent and childlike. Tasks that days before were simply a routine part of life in their home country are now confusing and difficult. This sudden change in one's basic ability to function within a society can be jolting. Tremendous feelings of inadequacy and insecurity arise. The person experiencing this may withdraw as a means of escaping the need to face these feelings. As the trainees sense their inability to do seemingly simple things, feelings of frustration, anger, and worthlessness may result. The trainee longs to be back in familiar territory and may become nostalgic and homesick.

This period of depression is just one aspect of a theory that cross-cultural specialists have termed the "U-curve". When the levels of emotion of a person living in a foreign country are put on a graph over a period of time, the resulting pattern is a curve shaped like a "U", hence the U-curve theory.

The U-curve theory states that when someone travels to another country to stay for an extended period of time, they usually arrive very excited and optimistic. They are enthusiastic about their experience and find most aspects of the culture intriguing. This "euphoria" slowly fades over time to the point that the visitor (in this case, the trainee) develops negative feelings towards the host culture. This intriguing and exciting country has suddenly become a society riddled with faults and unintelligible customs. Every problem, no matter how insignificant, may become a major obstacle or irritation to the trainee. Trainees begin to long for the normalcy of their own culture. These feelings are experienced at the low point in the U-curve, and are commonly referred to as culture shock.

This period can be very trying not only for the trainee, but also for the host family. It is important not to take all words or actions personally. Things said during a period of crisis or depression are often regretted afterwards. Be sympathetic but constructive, trying to help them out of this depression. It is during this time that your patience and understanding are most vital.

Although there is no instant cure for culture shock, one of the best remedies includes getting trainees involved in as many activities as possible. One could arrange speaking engagements where they can talk about their country, family or work. If nothing formal can be arranged, encourage your trainee to tell you or your neighbors about different aspects of the home culture. One family discovered that a severe bout of homesickness was remedied by simply inviting the trainee to cook a typical meal from his country. Don't push these remedies too fast or hard; culture shock is a process and a couple of days of solitude will probably be healthy.

This time of apparent depression varies in length according to the individual and the support they receive. Gradually things will improve and thus the curve edges upward. The trainee becomes more familiar with the surroundings and the activities grow routine. To a large degree, the trainee has adapted to the culture.

Although the trainee will experience these stages most acutely, the host family will also experience them to a lesser degree. You, too, will probably be enthusiastic and excited about the arrival of your trainee. The differences in cultures will intrigue you at first. The trainee will appear to be adapting without any problems. As the culture shock begins to hit the trainee and he/she begins to lose interest in some things, you become frustrated. The trainee's work habits may slow down and apathy might set in. Nothing the trainee does is done correctly. Things may become tense between you and your trainee. You want to help, but the trainee might not want it.

Many hosts experience the same roller coaster emotions that their trainee does. It is important to understand that this may occur. Then, if it does occur, you will not be so perplexed by the strange behavior exhibited by your trainee or yourself. Again, there is no easy cure. Time is the most important factor. Eventually your trainee's working habits improve and the apathy fades. Occasional difficulties may arise, but the shock will have been overcome.

Although everyone goes through the stages of culture shock to some degree, not everyone is affected in the same way. Some trainees will pass through the stages smoothly and you may not even notice any changes in their behavior. Others will have a difficult time in adjusting. The important thing to remember is that it is a process that takes time. Patience and understanding will get you through.

SYMPTOMS OF CULTURE SHOCK

It is important that you familiarize yourself with some of the possible symptoms of culture shock your trainee may exhibit. By realizing that the change in behavior is being caused by culture shock, you will be more at ease and can help your trainee as this adjustment to U.S. life takes place.

Some of the symptoms to look for are:

- Feeling of hopelessness
- Homesickness
- Excessive sleep (always tired)
- Excessive anger over minor problems
- Withdrawal from family or social activities
- Reluctance or refusal to learn
- Dislike of host country/culture
- Accusations of being taken advantage of
("I'm being treated like a slave/hired hand.")
- Exaggeration of minor illnesses or pains
- Compulsive eating
- Irritability
- Loss of ability to work effectively

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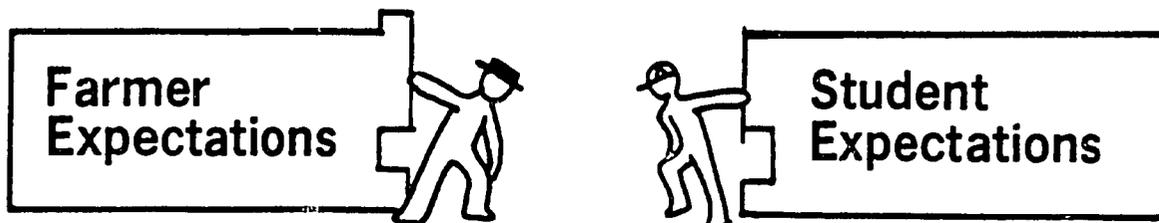
CONSIDERATIONS FOR HOST FAMILIES **

BEING A TRAINER AND HOST

For newcomers to the program and old pros alike, each year seems to present a new challenge in figuring out what to do once the student arrives on the farm. Speaking from the viewpoint of the "expert observer," perhaps we can share with you some of the ideas and problems that have accumulated over the past year which may be useful as you consider hosting an international student-trainee.

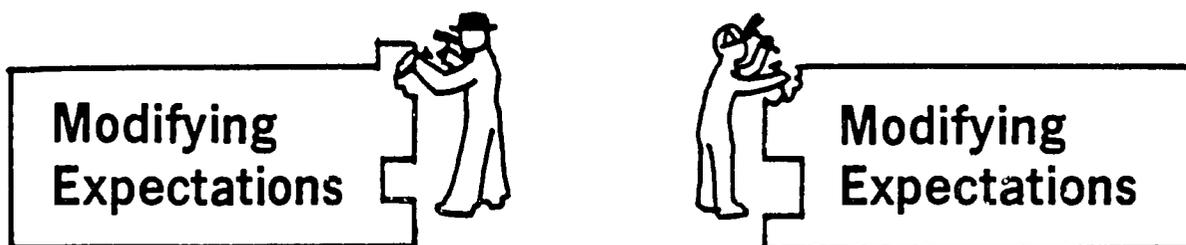
Communicating Expectations

Both you and your trainee will have a list of expectations for the eight month period you will be spending together. Sometimes your ideas and priorities will not be the same.



You may be looking forward to having the extra help on the farm and show the trainee around a bit as time permits. You expect your trainee to be congenial, mature, hardworking, experienced, outgoing, etc. Some of these items may be more important than the others.

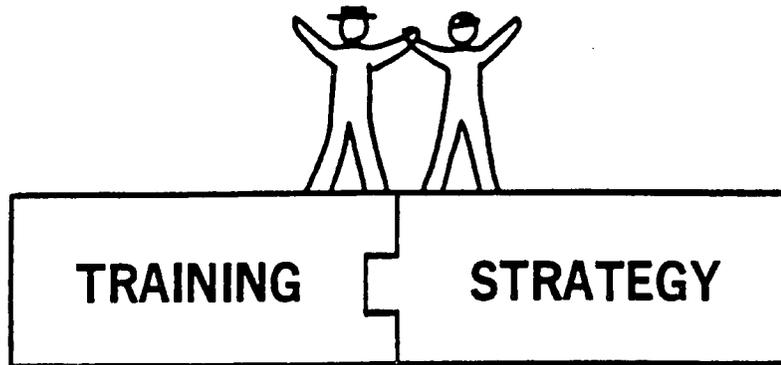
Then there is the trainee who arrives with his/her list of expectations like: "all American farms" are super-corporations and ultra-modern; the farmer will have a ready-made plan; the farm will be ultra-efficient; etc. The trainee will need to adjust to reality. You will both do a bit of compromising to meet sets of expectations. This is a necessary hurdle to overcome.



Communication is the essential element in the host trainer-trainee experience. Both you and your trainee will constantly assess one another and decide what compromises can be reached and what the limits are. Getting the lines of communication functioning early and setting some goals will help avoid friction and conflict later on. Some of the materials we

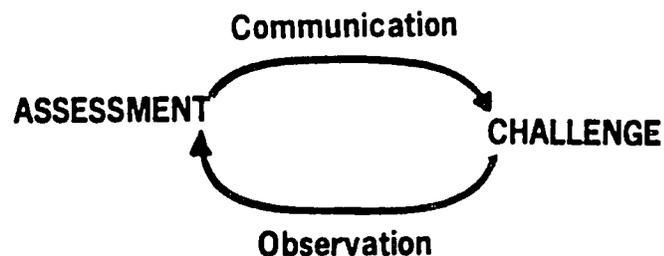
**Pages 15-19 reprinted from M.A.S.T. Program Application Booklet for Host Families 1983

will send along with the trainee may prove helpful in accomplishing this. You should write down the goals you and your trainee wish to accomplish sometime during the first weeks. Writing goals will help develop an over-all plan for the eight months.



The Training Concept

Although there are no hard and fast rules, there are a series of steps people normally go through in training someone. At times this is done as a result of a conscious effort; sometimes it becomes a natural habit. There are usually two essential elements to a successful training process, assessment and challenge.



Assessment

Assessment has two parts. The first can be thought of as figuring out what your trainee's talents and abilities are initially when he arrives. Some things to keep in mind are:

1. What language ability does the trainee have? People coming to the United States for the first time will have difficulty understanding English, even if they come from an English speaking country. A low level of ability means you will have to speak slowly and repeat often.
2. What skills does the student possess? Some trainees come from modern farms which may have more advanced systems than we have here. On the other hand, you may find your trainee has relatively few skills even though he has worked on a farm in his home country. The time and technique you use will vary with the individual trainee. A trainee who is quite talented will quickly learn the day to day routine on your farm. One with little experience will require much time and patience to train.
3. What is the maturity of your trainee? Before you delegate responsibility to your trainee, you'll need to make a judgement on how much he/she is capable of handling. Giving too much responsibility too quickly to the inexperienced is just as hazardous as not delegating enough responsibility to the experienced student-trainee.

4. What are the aspirations of your trainee? Student-trainees come into this program for various reasons. You will need to talk it over with your trainee to find out what he/she expects to accomplish while on your farm, and iron out any discrepancies.

The second part of assessment is a continuation of the first part. As your trainee changes and learns new skills and ideas, you will have to change your approach. Most trainees are ready and willing to assume more responsibility as they obtain the necessary skills. They feel important when they can participate in making management decisions on your farm.

The Challenge

Supposing that you have a fair idea of your trainee's abilities, now what? Trainees need to constantly have a challenge before them. One way of looking at the series of challenges that confront most trainees could be:

LANGUAGE → TECHNICAL SKILLS → MANAGEMENT SKILLS → LEARNING ABOUT THE COMMUNITY

There's nothing sacred about the order of these items, but they all come into play at some point. Most trainees have a language barrier to overcome when they first arrive. Usually within a few weeks this passes.

The next challenge to the trainee is to learn the necessary skills to carry out the day-to-day routine of running a farm. You may find that your trainee has considerable skill in this area and quickly learns most of what you can teach him/her. If this is the case, you will have to offer more of a challenge to the trainee in the way of management skills. On the other hand, you may have to take considerable time to teach your trainee such basic skills as tractor driving or milking procedures. Much confusion and friction can be avoided by making an accurate assessment at the beginning so your trainee can work up to his/her ability and at the same time you will not run into problems by assuming your trainee can do more than he/she is capable of doing.

Most trainees are extremely interested in how you manage your farm. They would like to understand your production decisions. To help them along, they will have some records to fill out on one aspect of your farming enterprise. As time permits, you should be thinking of how you will convey this information to your student-trainee. Perhaps the most efficient way is to simply think out loud and share your ideas with your trainee. Your trainee in turn may have some valuable insights which may help you out too.

If you find that your trainee has become proficient in farm skills and management, and still seeks to learn more, you may help them look into your community and learn how the local agricultural system works. They should become familiar with professional farmer's organizations such as Minnesota Corn Growers, Farm Bureau, etc., and other organizations such as coops and elevators. In addition, local implement and equipment dealers, livestock markets and processing plants will be of extreme interest to your

trainee. Your local extension agent or Vo Ag instructor may help you and your trainee organize a visit to these places. Even though you may not have time to personally take your trainee around, you may encourage him/her to go out when there is slack time on the farm.

In sum, training is a relatively simple process of continually offering a challenge to your trainee to increase his/her skills and broaden horizons. It's a growing experience starting with the establishment of good lines of communication, which in some cases will mean overcoming a language barrier. Through a bit of discussion with your trainee you'll be able to work out an overall strategy for the eight months on your farm that will be satisfactory and rewarding to both of you. The important thing is to start early: the first week is the best. You are the leader in the training experience.

Safety

Safety is something which cannot be emphasized enough. It must be discussed and reviewed with a continual awareness of hazards. Everyone on the farm must practice safety. There are two basic elements to farm safety, physical protection and practices.

Physical protection means having all standard safety equipment properly installed and operating. The most obvious are shields and tractor roll bars. The European students come from countries where safety standards far surpass anything we have in the United States. Therefore, they may take for granted that all of your equipment has necessary shields in place. Frequently more shields are required overseas than are even available here. Shields and roll bars can be costly and cumbersome, but the cost of injuries is far higher. For your own safety and that of your trainee, you should take a good look at your equipment to make sure it is as safe as can be.

The next step is to insure that equipment is used properly. Take nothing for granted in explaining dangers of equipment operation. What may be obvious to you may be a mystery to an international student-trainee. A mystery because they are so well protected in their home country. Many factors enter into farm accidents, and one cannot control all of them, but some factors have proved to be important. One is fatigue. Taking a ten minute or fifteen minute break every two hours with a bite to eat keeps one alert. When doing field work this not only makes it safer but will help avoid costly machine breakdowns since an alert operator is more apt to catch a faulty piece of equipment before a minor repair becomes a major one.

Another factor is to insure correct operating procedures, such as wearing seat belts in conjunction with a roll bar, turning the engine off before checking for damage. It may take time to explain the hazards of each task, but it is better to prevent an accident than to suffer the pain and anguish later. We will have a student-trainee safety workshop during the arrival orientation. We will also conduct a safety workshop for all families in the program. Then it will be up to you to follow through. The best way to teach safety is to practice it and set an example.

Do not make an assumption about the knowledge level of the trainee and do not be afraid to exert your influence in helping him/her. You may have explained these safety practices last year and maybe the year before, but remember, you have a new trainee this year. You are the leader/trainer. The trainees are waiting for your guidance and experience. Many times it is tough for them to ask. Remember these words of advice:

1. Take a fresh look at potential hazards on your farm.
2. Think of ways to avoid them.
3. Correct safety hazards.
4. Explain safety to your trainee.
5. PRACTICE SAFETY YOURSELF!

Training Hints

1. Provide manuals on equipment that students will be using and encourage them to read the manual.
2. Organize the day's work and talk it over at breakfast or the night before so that everyone will not only know what to do at the start of the day, but what should be done when the first job is finished. It's also a good time to discuss safety.
3. Before your trainee takes over a job, make sure you have given detailed instructions, and if necessary, have the trainee write them down, especially if it involves mixing chemicals or feed!
4. Do not accept, "Yes I understand," at face value. Many times trainees do understand the words, but miss the meaning of the phrase. It's best to walk them through a job until you're satisfied they are competent to do it alone.
5. Make sure your trainee knows what to do if something breaks or goes wrong. Usually it's good policy to insist that he/she simply shut the machine down and get help, unless you are convinced of his/her competence to repair machinery.

LIVING TOGETHER

You'll find the whole spectrum of personalities in the trainees ranging from a shy, reserved individual to a rather boisterous, forward goliath. One thing you'll find is they are all willing to respect your customs and values, although they may or may not agree with them. And, they expect the same in return. The important point is that they must know what you think, which means you must be open and straight forward with your trainee. Subjects which come up may include friends, alcohol, smoking and religion. The general rule of thumb is that when in your house, your rules are lived and respected. On the other hand, when a trainee is out on his/her own on a day off, it's pretty much his/her business, although you certainly should explain the customs and culture of your local community so they don't unwittingly embarrass themselves or you.

JAMAICA

Geography, Area, and Climate

Jamaica is the third largest of all the Caribbean islands and is located 60 miles from Cuba and almost 600 miles south of Miami. The island is 51 miles across at its widest point and 146 miles long for a total of 4,244 square miles (slightly smaller than Connecticut).

The land is largely mountainous with almost one half of the island more than 1,000 feet above sea level and with peaks topping 7,400 feet. Fifty percent of the land is used for agricultural purposes with sugar and bananas as the most common crops. Other agricultural products include citrus fruits, tobacco, coffee, allspice, and cocoa. Of the remaining 50 percent of the land, about 40 percent is woodlands and 10 percent is divided up between urban sectors and mining of bauxite and alumina.

Kingston, the capital, is located on the southeast coast of Jamaica. It is a harbor, in fact, the world's seventh-largest natural harbor. Although the city's center is at sea level, the suburbs and residential areas are on the mountains where the temperatures are a little cooler.

Jamaica's climate varies greatly from that of the upper-Midwest. Average temperatures from May to September are similar to ours, ranging from 80° - 95° Fahrenheit. The similarities end there, however, as the Jamaicans must "suffer" through the winter temperatures which range from 70° - 85° Fahrenheit. In the higher mountains, temperatures can drop to 50°.

Just as the temperature varies in different elevations, so does the average rainfall. The rainfall extremes range from 25 inches annually at the Kingston airport to 250 inches annually at Blue Mountain Peak. The heaviest rain falls in April - May and October - November.

As we must face blizzards and tornadoes, Jamaicans have to deal with earthquakes and hurricanes. In September, 1988, Hurricane Gilbert hit Jamaica with tremendous force. Destruction was extensive in several parts of the island. One report estimated that 25% of the buildings on the island had lost their roofs. Although loss of human life was relatively low, damage to buildings, trees, and crops was high. The last disastrous earthquake was in 1907. The droughts are periodic. During the droughts water is often restricted.

Jamaica is abundant in wildlife. Though there are very few large wild animals, Jamaica does have over 250 bird species (25 found only in Jamaica), over 600 insect species, and 120 species of butterflies (including the world's largest with a wingspan of 6 inches). Fireflies are very common on the island which the locals call "blinkies" or "peeny-waullies." There is also a great variety of plants, including over 220 species of native orchids, 500 ferns, and more than 300 mosses.

Population

Jamaica's population was estimated in 1984 at 2.3 million, but like many developing countries the majority of the population lives in the major cities. Kingston, the capital, has population estimates ranging from 494,000 to 900,000. Spanish Town with 81,000 people and Montego Bay with 59,000 people are the next largest cities.

Jamaica's population is a mix of cultural heritages. The majority of Jamaica's population is Black with 90% being African or mixed descent, and the remaining 10% of Chinese, East Indian and Lebanese background. Jamaica has experienced a lot of interracial mixing in its history.

The average age of the population of Jamaica is a surprising 18 years. Over 70% of the Jamaican population is under 35 years of age. Childbearing is viewed differently in Jamaica than in the United States as 70% of Jamaican children are born to single mothers. This is very common and widely accepted in the Jamaican culture. Many of the mothers of these children tend to marry later in life. Jamaica is a matriarchal society meaning that the mother generally is the head of the family. The father usually plays a much lesser role in the family.

Language

The official language of Jamaica is English although its pronunciation varies from the Oxford English to a Jamaican creole or patois (also know as "Jamaica talk"), a dialect spoken largely by street vendors, domestic helpers, and in the market. Most Jamaicans are familiar with patois although few speak only patois. At the beginning it may be difficult to understand and adjust to the dialect due to the inflection, word usage and phraseology, but hang in there; it becomes easier over time.

Religion

Most Jamaicans put a great emphasis on religion. About 90% of the population is characterized as "Christian." The largest denominations are Baptists, followed by Church of God, and Church of Jamaica (Anglican). Catholicism is the fourth largest denomination followed by Moravians, Seventh-Day Adventists, Methodists, and Presbyterians.

Rastafarianism, a Jamaican-originated religion, is well-known in Jamaica although there seems to be some disagreement as to how many Rastas there are. Rastafarians are easily identifiable by their "dreadlocks" (long, matted hair) and beards. They worship the late Emperor Haile Selassie of Ethiopia.

History

Jamaica's first inhabitants, the Arawak Indians, came to Jamaica in about 1000 A.D. from Venezuela in dug-out canoes. They were a people quite similar to the Aztecs (a largely Mexican Indian group) both culturally and racially. The Arawaks first gave Jamaica its name "Xamayca" which means "land of wood and water."

The Arawaks' first contact with white men was when Columbus arrived at the island on his second voyage to the Americas in 1494. Spain claimed the island, and it became a Spanish colony. The Spaniards enslaved the Arawak Indians, but within less than a hundred years the Arawaks had been wiped out by disease and forced labor.

In 1655 the British seized Jamaica from the Spanish and began their rule which lasted until 1962. The British brought huge numbers of slaves to the island to work the sugar plantations. The British didn't consider the slaves to be worthy of their Christian religion and thus were able to justify their enslavement. However, in 1816 after Baptist and Methodist missionaries had begun converting many of the slaves from their African "ancestor possession" religions to Christianity, the British felt threatened and the Anglican religion started presenting their religion to the slaves. This wave of Christian conversion in Jamaica grew until it crested in 1860 by which time the majority of the population considered themselves Christian.

In 1834 emancipation was granted. The British did, however, set up a few legal roadblocks to ensure their high place in society. Legislative seats were granted only to landowners; sale of land was restricted; only landowners were granted the right to vote; and selective heavy taxing was imposed. In 1865 Black-White tensions broke out in the form of the Morant Bay Rebellion. As the Blacks refused to work the sugar plantations, the British brought in East Indian laborers and indentured servants from East India and the Orient. These people's descendants are still visible in Jamaica today.

In 1938 the first political party grew out of the then-largest trade union. The People's National Party (PNP) was considered liberal containing some elements of Marxism. Because of the more radical left faction of the PNP, a group broke off forming the Jamaica Labour Party (JLP) which was more conservative. In 1944, the Jamaicans established a Constitution and the JLP was voted into power. The PNP began losing followers in the new few years due largely to the Marxist faction. In 1952 the Marxists were alienated from the PNP, making the differences between the two parties quite minimal.

In 1961, Jamaica withdrew from the British Federation of the West Indies and on August 6, 1962, declared its independence. Today Jamaica is still a member of the British Commonwealth of Nations with dominion status. There is still a Governor-General, but his role is largely ceremonial as the Prime Minister has the real power.

Modern Politics

When Jamaica first gained its independence in 1962, the JLP was in power. Their political platform included the encouragement of industrialization, the strengthening of relations with the U.S., and a banning of Socialist doctrine. Their conservatism attracted foreign investment, and the future looked bright.

In the 1970s the PNP came to power after winning the elections in 1972 with the theme "Better must come, power for the people." Two years after their victory the PNP declared themselves dedicated to the doctrine of "Democratic Socialism." They began what they called "People Programs" (a number of social programs) and initiated relations with Cuba. Their actions in dealing with Cuba caused them to lose much public support.

The political process grew violent before the 1980 elections. Over 600 people were killed during the pre-election violence. The elections did take place and the JLP took control with Prime Minister Edward Seaga as the new Jamaican leader. Seaga turned Jamaica's stance back to a pro-West and pro-free market mentality. Seaga was the first foreign head of state to visit President Reagan in Washington after Reagan was elected in 1980. This friendship grew, and Seaga was active in the U.S. invasion of Grenada. Seaga used this move to his advantage and called for unscheduled elections in 1983 in which Seaga regained power for another 5 years (the PNP boycotted the elections).

In January, 1989, Prime Minister Edward Seaga called for elections to be held on February 9, 1989. Seaga will run as the JLP candidate against the PNP's Michael Manley. The Jamaicans are a very politically aware people and it is expected that participation will be high in the elections.

Economy

Jamaica is considered to be a developing country. The country is plagued with urbanization problems including violent crime, extreme poverty, high unemployment, illiteracy, and large slums. Inflation was at 16.7% in 1985. Per capita income in the same year was \$1,020.

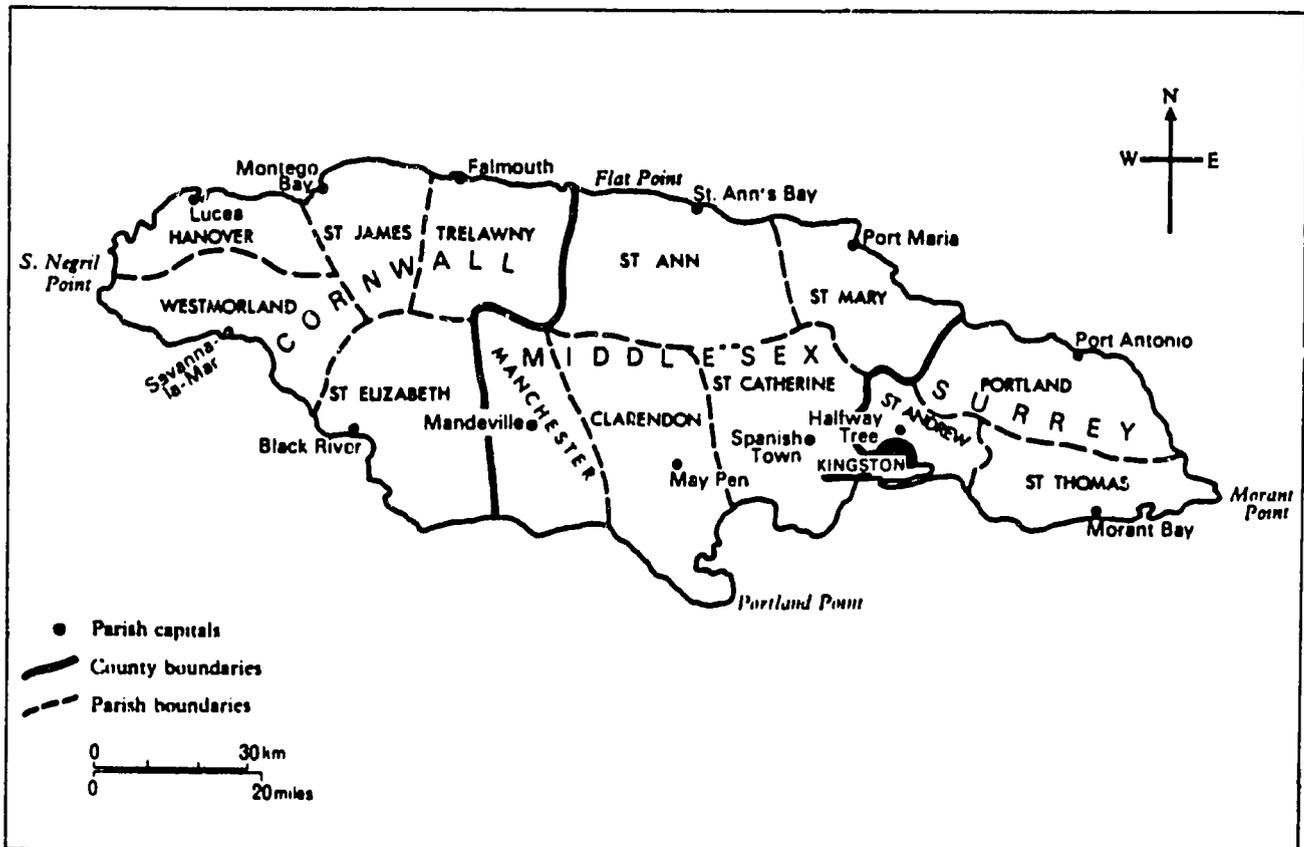
The majority of Jamaica's money comes from tourism which in 1983 brought in 800,000 tourists and 399 million dollars. Jamaica used to export bauxite in large quantities and it still is their most abundant metal, but the unpredictable and unstable prices make it a risky business.

The United States is Jamaica's number one trading partner as it buys 34% of Jamaica's exports. Jamaica imports large quantities of machinery and electrical equipment from the U.S. since manufacturing equipment is scarce in Jamaica.

Recently, the government has tried to expand and diversify the economy. Prime Minister Seaga has plans to encourage production of more vegetables for export. He also has developed a network of Jamaican artisan works called "Made in Jamaica." This organization buys the handmade goods from artists, grades them and acts as a wholesaler to the souvenir sellers.



The Caribbean Islands and surrounding mainland.



Jamaica: parish and county boundaries and capitals.

TAX INFORMATION

Social Security Tax

Trainees of the International Farmer Program are classified as exchange visitors on a J-1 Visa. Participants in this exchange program enter this country (under Section 101 (a)(15)(J), of the Immigration and Naturalization Act) to participate in an exchange visitor program through Land O'Lakes.

Services performed by a non-resident alien while temporarily in the United States as a non-immigrant under subparagraph (J) of Section 101 (a)(15) of the Immigration and Naturalization Act are excluded from coverage under the Social Security program. If the services are performed to carry out the purpose for which the non-resident alien was admitted to the United States. This means that there will be no withholding of social security tax from the compensation received for such services.

Income Tax

The following is general tax information. We suggest that you seek specific information for your own situation. Tax laws have changed and some of these changes could affect you differently. The rulings stipulate that any compensation paid to the trainee by a domestic employer either before, during, or after the period of participation in the exchange program is fully taxable for federal income tax purposes, and state taxes where applicable. Jamaica, however, has a tax treaty with the United States. This means that the money received by trainees while in the U.S. is not subject to taxes in the U.S., but is taxable in Jamaica.

According to the IRS office in St. Paul, the stipend is considered an ordinary and necessary business expense (to the farmer), and is tax deductible. Again, we suggest that you seek specific information for your own situation.

Worker's Compensation

Host families are exempt from paying worker's compensation insurance provided that they are defined as a family farm. To be considered a family farm you must meet the following two requirements:

- 1) Your farm is not incorporated.
- 2) You paid less than \$8,000 during the previous calendar year to hired help.

It is your responsibility to contact your insurance agent regarding workers' compensation coverage. Your agent has final say on whether or not you must have workers' compensation coverage for your trainee.

LAND O'LAKES
INTERNATIONAL FARMER PROGRAM
HOST FAMILY AGREEMENT OF CONDITIONS AND REQUIREMENTS

We, the _____ family, a host family in the Land O'Lakes International Farmer Program, do fully understand and agree to the following conditions:

1. Our attitude will be to exert every possible effort to provide a family environment for the trainee and to be sympathetic toward him/her and the problems he/she might encounter as a stranger in a foreign land.
2. Our trainee will be considered as a regular member of our family rather than a "hired person", and we will involve him/her in our social activities.
3. Our trainee will receive one day "off" every week (unless otherwise agreed), and the days "off" necessary for participation in scheduled Land O'Lakes IFP activities.
4. It is our responsibility to introduce our trainee to agricultural specialists or professionals (e.g., ag extension agent, veterinarian, dairy rep, etc.) and to arrange for the trainee to speak with or accompany these individuals when possible as part of their training.
5. It is our responsibility to make it known in the community that our trainee is available to speak to groups, and to help make arrangements for him/her to have such experiences.
6. It is important that our trainee be introduced to outstanding young people in the community and to take part in worthwhile activities. We will facilitate this whenever possible.
7. We will assist our trainee in visiting various farms in our neighboring area.
8. The stipend of \$350 (U.S.) will be paid directly to the trainee, except for certain program costs which are paid directly to Land O'Lakes. In addition to this payment, room and full board will be provided.
9. During his/her stay on our farm we will allow the trainee to participate in all aspects of our operation (including but not limited to daily chores) commensurate with his/her abilities and interests. We expect our trainee to work long hours with us but not any longer than we work. If our trainee works excessive hours we will compensate his/her work with additional time off.
10. We will provide our trainee with safety instructions, training and supervision in all aspects of our agricultural business.
11. All safety guards and devices on machinery and equipment as originally provided by the manufacturer will be maintained, and where necessary, we will provide personal protective equipment, such as safety eyewear, gloves, respiratory masks, etc.
12. Farm liability insurance coverage will be provided for the trainee.

13. Our trainee's placement on our farm is for five months, beginning March 21 and lasting to August 18, 1989 unless it is agreed by both parties that he/she can or should leave earlier. Permission for trainee's optional sixth month on the farm (occurring after the technical training) will be granted or denied by no later than June 15, 1989.
14. We will provide transportation to and from Land O'Lakes headquarters in Arden Hills for the program orientation, the weekend get-together, the scheduled field trip and at the end of his/her stay. We will also provide transportation to and from the nearest Land O'Lakes Young Farmer Away-For-A-Day Program in the summer of 1989.
15. Our trainee will be allowed to participate in the Land O'Lakes IFP scheduled events without deductions from his/her stipend or regular time off.
16. Respect for our trainee and for his/her culture will be shown at all times.
17. Complaints relative to our trainee or the program will be reported to the Program Administrator or the Program Coordinator if the problem cannot be solved locally after a reasonable amount of effort.
18. Should our trainee return to our farm for a sixth month of on-farm training in September, we will again provide transportation to and from our farm.

By signing below, I hereby certify that I have read and agreed to the aforementioned conditions and requirements concerning my participation as a host family in the 1989 Land O'Lakes International Farmer Program.

Signed: _____ Date: _____

Signed: _____ Date: _____

IMPORTANT PHONE NUMBERS

Land O'Lakes (toll-free) 1-800-328-9680

Lori Anderson (IFP Director) 1-800-328-9680 ext. 2507
(612) 721-2771 (emergency only)

Jim Frantz (IFP Coordinator) 1-800-328-9680 ext. 2900
(612) 789-8250 (emergency only)

Trainee Insurance Administrator
-- National Capital Administrative
Services 1-800-333-6227

HOST FAMILY AFFIDAVIT

I incurred the following expenses in conjunction with the Land O'Lakes International Farmer Program:

ALL RECEIPTS MUST ACCOMPANY THIS FORM

Mileage (to/from Land O'Lakes or IFP field trips):

_____ miles x \$.21/mile = \$ _____
 (# of miles)

Meals (meals paid for while travelling to/from Land O'Lakes or during IFP activities):

<u>Date</u>	<u>Breakfast</u>	<u>Lunch</u>	<u>Dinner</u>	<u>Daily Totals</u>
_____	\$ _____	+ \$ _____	+ \$ _____	= \$ _____
_____	\$ _____	+ \$ _____	+ \$ _____	= \$ _____
_____	\$ _____	+ \$ _____	+ \$ _____	= \$ _____
_____	\$ _____	+ \$ _____	+ \$ _____	= \$ _____
Total all meals				\$ _____

Lodging (during IFP activities) Dates: _____

_____ x \$ _____/night = \$ _____
 (# of nights) (room rate + tax)

Other Transportation (bus, plane, taxi fares, etc.):

<u>Date</u>	<u>Description (include destination)</u>	<u>Cost</u>
_____	_____	\$ _____
_____	_____	\$ _____
_____	_____	\$ _____
Total other transportation.		\$ _____

Other Miscellaneous (clothing, gloves, boots, etc.):

<u>Date</u>	<u>Description</u>	<u>Cost</u>
_____	_____	\$ _____
_____	_____	\$ _____
_____	_____	\$ _____
Total other miscellaneous		\$ _____

TOTAL EXPENSES \$ _____

Signature _____ Date _____

Receipts attached: _____ yes _____ no

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