ETDA

Fatumaca and Becora Technical Schools

Graduates Survey
(2004-2006)

Final Report

East Timor Development Agency
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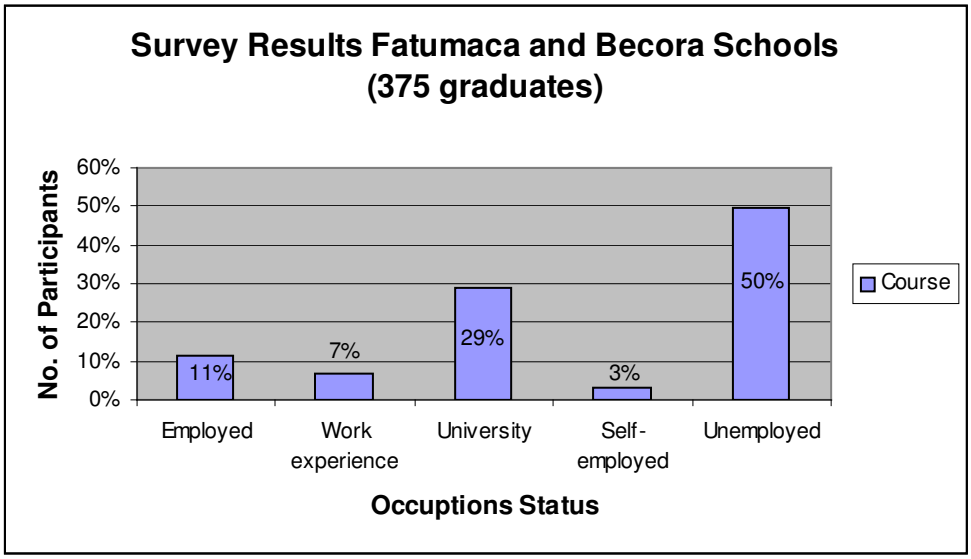
Contents

Survey Results at a Glance

Fatumaca Technical School (128 graduates)	Becora Technical School (247 graduates)
18% of graduates found employment when they completed their studies	8% of graduates found employment when they completed their studies
22% of graduates are currently employed	9% of graduates are currently employed
From those employed, 25% were employed according to their qualifications	From those employed, 39% were employed according to their qualifications
38% of graduates continued their studies	25% of graduates continued their studies
34% of graduates are currently unemployed	62% of graduates are currently unemployed
5% of graduates are self-employed	2% of graduates are self-employed
Top course to get jobs: Carpentry	Top course to get jobs: Electronics



Part 1: Introduction

➢ Preface

We are pleased to present the final report of the Survey on the graduates of Fatumaca and Becora Technical Schools for the years 2004, 2005 and 2006. The primary objective of the report is to help Fatumaca and Becora Technical Schools obtain current statistics on graduates from the past three graduating classes (2004-2006) and present its findings to the two technical schools, donor agencies and the Government. The report provides an analyses of our findings, information through graphs and tables, and details of our methodology and recommendations.

Survey aims

- To help Fatumaca and Becora Technical Schools obtain current employment statistics on graduates from the past three graduating classes (2004-2006)

- To assess relevant employment opportunities past graduation

The names, addresses and contacts of the individual participants are not included in this report but have been handed to their respective schools. During the crisis of April 2006, the Becora Technical School suffered damage from the riots resulting in the loss of most of its documents. The findings in this survey helped the Becora School to gather the contact details of past students.

We wish to thank all the participants for their contributions, which were vital to the success of the survey. We would also like to clarify particularly to the graduates who completed their school before 2004 that this survey is a sample survey requested by the relevant schools to help them address the need for more targeted market-based training which provides graduates with the practical skills needed to enter the job market. The survey is not intended to marginalize the graduates before 2004 in job opportunities.

We would like to take this opportunity to thank the Fatumaca and Becora Technical Schools for trusting our ability to deliver this project.

Palmira Pires
Director
ETDA

November, 2007

➢ *Executive Summary*

The Fatumaca and Becora Technical Schools graduates survey was conducted to gather information on the employment status of the students (2004-2006). The percentages of graduates from either school who have been able to find employment particularly employment directly related to their course of study is currently unknown. Thus without this data it was difficult to gauge the effectiveness of these technical schools in providing market-based training. A total of 375 graduates participated in the survey, achieving an average of 88% participation. Results revealed that an average of 7% of graduates were placed in work-experienced program when they finished training at Fatumaca and Becora Technical Schools. After the program, 11% of the graduates were able to find jobs, 29% continued to further their studies, 3% established their own business and 50% became unemployed.

Survey Findings

From the Fatumaca Technical School, 22% of graduates who are currently employed, 25% are working directly in fields related to their course of study. The carpentry course has the highest percentage of graduates working according to their qualifications, and this is further supported when the survey shows that 9% of graduates from the carpentry course have established their own business. The survey also reveals that graduates from the electronics course went on to further their studies. Graduates from the mechanics course had the lowest current employment status with 15%, in which 3% are working in jobs directly related to their course of study. The carpentry course from the Fatumaca Technical Schools seems to help students find employment more than the other courses.

At the Becora Technical School, 9% of graduates who are currently employed, 39% are working in fields directly related to their course of study. The electronics course has the highest percentage of graduates working according to their qualification. The survey also reveals that 25% of graduates are currently studying in universities, 2% have established their own business, however 62% are currently unemployed, an increase by 3% since they completed their studies. The electronics course at the Becora Technical Schools seems to help students find employment more than the other courses.

To access relevant job opportunities, many participants commented on the need to establish information centers where they can access job vacancies. Many requested the Government to create apprenticeship programs. The Government must also create positions to facilitate the employment of Timorese technicals and as the largest employer, when given tender contracts to companies, it needs to beforehend revise the current employment conditioned in tender contracts. The establishment of an Apprenticeship Recruitment Centre would be a mechanism where contractors are bound to help develop timorese human resources alongside with the development of infrastructures. Government must give Timorese technicals work-experience that ties into sustainability and owernership.

Recommendations
Based on these results ETDA's main recommendations are to provide job search skills training to graduates, strenghtned links between technicals schools, Government, NGOs and private sector through the establishment of an Aprenticeship Recruitment Centre, and upgrade the level of teaching and facilities to both schools.

Outcomes
The objective of the survey is to help the Fatumaca and Becora Technical Schools obtain current employment statistics on graduates from the past three graduating classes (2004-2006) to assess relevant employment opportunities after graduation. The Survey aims to accomplish this by providing both technical schools a list with 375 graduates, their current contact address and employment status. The relevant schools can pass this information on to organizations and businesses that are looking for people with qualifications or skills for a particular job.

It is hoped that this information will help the two technical schools, donor agencies and the Government address the need for more target market-based training that provides graduates with the practical skills needed to enter the job market.

Disclaimer

Throughout the data collection process, efforts were constantly made to ensure that the sample collected in this Survey was as representative as possible of the graduates as a whole. However, no sampling frame was implemented, and the data presented here is not statistically valid for the entire number of student graduates. Any analysis within this report may therefore be interpreted only for the participants and purpose of this survey.

➢ *ETDA Mission*

The mission of the East Timor Development Agency (ETDA) is to strengthen the capacity of the East Timorese people to play an integral, active, and coordinated role in the development of East Timor.

This mission is achieved through five objectives:

- To provide technical advice and resources to the East Timorese people
- To assist in the priority setting of development needs
- To assist the East Timorese people to provide culturally appropriate advice and technical information to the administering authority, foreign governments, non-governments organizations, relief groups, and other interested parties as the most efficient, effective and appropriate ways to assist development in East Timor
- To assist with the coordination and review of international development assistance projects in East Timor
- To implement or assist the implementation of projects to benefit the East Timorese people

ETDA Mission

To strengthen the capacity of the East Timorese people to play an integral, active and coordinated role in the development of East Timor.

Background of ETDA

The East Timorese Development Agency is a non-profit Timorese organization formed in April 1999 and based in Dili, East Timor.

For the past eight years, ETDA has provided support to East Timorese development-planning initiatives, provided advice on development to local and international organizations, individuals, and agencies, and worked in projects that support the East Timorese people.

The members of ETDA's Board of Directors as well as our managers and senior advisers are all East Timorese. Many possess extensive experience in multicultural community and international development work.

➢ *Methodology*

ETDA developed a questionnaire to collect information from graduates in consultation with the Directors from the Fatumaca and Becora Technical schools. Once the questionnaire was approved, ETDA Field officers visited the respective schools to collect information on the graduates and to speak to key people. At the same time, the survey was advertised through two main local newspapers, STL and Timor-Post. Further media advertising was also used such as TVTL, Radio Timor-Lorosa'e, Radio Timor Kmanek and local parishes.

ETDA ran three workshops in three districts Dili, Baucau and Lospalos. The latter was interrupted due to civil unrest at the time but over 215 participants attended the workshop in Dili followed by Baucau with 50 participants. The visit to Baucau was delayed by a day because our field officers received many students who were in other districts and sub-districts such as Viqueque, Ossu, Venilale, Laga and Gariwai who also wanted to participate in the survey. ETDA also checked the ETDA Jobseekers database and identified some graduates who were currently studying in Indonesia. An electronic survey form was sent and six surveys were received via electronic format. Over 30 graduates were interviewed by phone particularly those who were in Oecussi, Viqueque and Lospalos. We also received phone calls and SMS from students who graduated before 2004 and wished to participate in the survey. ETDA also received some complaints from students who believed that this was only a survey to provide employment for past students. But it was explained in ETDA's advertisement and workshops that the survey was to help the two relevant schools to improve their training courses.

ETDA also distribuited survey forms in Baucau at the Fatumaca Technical School in Lospalos. ETDA Field Officers visited the districts to collect the completed forms and return them to Dili for data entry. Completed forms were checked to ensure relevant information was being collected, and if there were any mistakes picked up, an effort was made to contact the participant for further clarification.

In Dili, ETDA assigned desk space and provided two staff full-time to attend to the graduates who came to fill in the form. The staff interviewed the participants and provided support in clarifying question. There was an average of 30 people per day interviewed. The survey was conducted over a period of three weeks.

Data entry, database and data accuracy.
A basic database was designed using Microsoft access software. Two ETDA casual staff were hired to do data-entry. These staff members were aware of two important field entries such as question 5 and question 7. The staff were asked to colour code the return surveys forms to differentiate between the two technical schools: green code represented Fatumaca School and yellow code for Becora School. The survey forms were filed according to the database registration number and in numerical order as per each school. Once all the data was entered, ETDA returned the forms to conduct an extensive data integrity check that compared each form with the information in the database.

Part II: Findings

Fatumaca Technical School

Introduction

Although the Fatumaca Technical School is known in Timor-Leste for its teaching quality, it has never undertaken a survey to find out what happened to their final year students. It is expected that the survey results will provide some answers for the Fatumaca Technical School, particularly to access the impact of their training on the employment sector.

The Fatumaca Technical School was established in 1973 and offered two courses: carpentry and mechanics under the Portuguese Government. In 1977, under the Indonesian Government, the Fatumaca School continued to offer the same two courses. The School is a private one in Baucau managed by the Salesians of Don Bosco. There are a maximum of 22 students per grade level in each course of study.

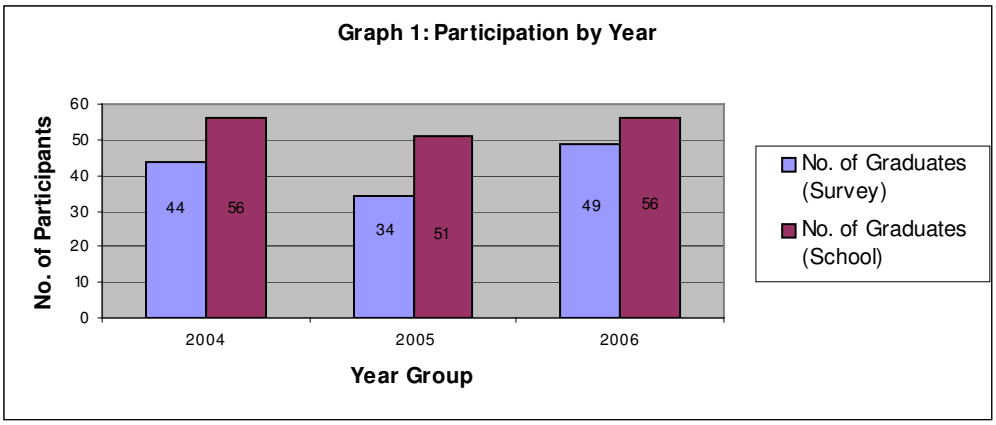
In 1985, the Fatumaca Technical School became known as STM (Sekolah Teknologi Menengah) where it enjoyed the same level as Senior Secondary School. As the years followed and according to the needs to the country, the Fatumaca School introduced two new courses: electrics and electronics. The school accepts students (male only) from all the districts and follows the curriculum of the Ministry of Education.

All the courses run for 3 years and is divided into 3 semesters per year. The course is divided into 42% theory and 59% practical. The school has 4 practical workshops, fully equipped enabling students do undertake practical work. Currently, there are 16 trainers where 7 of these trainers have graduated from the Politechnic School in Hera. The highest qualification of the trainer in Fatumaca is Diploma II. Most of the trainers are also graduates who completed their training from the Fatumaca STM.

Participation

Participants and Year

ETDA received a list of 163 graduates from the Fatumaca Technical School. About 79% of graduates participated in the survey. Graph 1 shows that graduates from all the years participated in the Survey, and that most participants were from 2006 with 88%.



79% of graduates from Fatumaca Technical School participated in the Survey

Participation by Qualifications

The Fatumaca Technical School currently offers 4 types of courses: carpentry, mechanics, electrics and electronics. About 128 graduates participated in the survey.

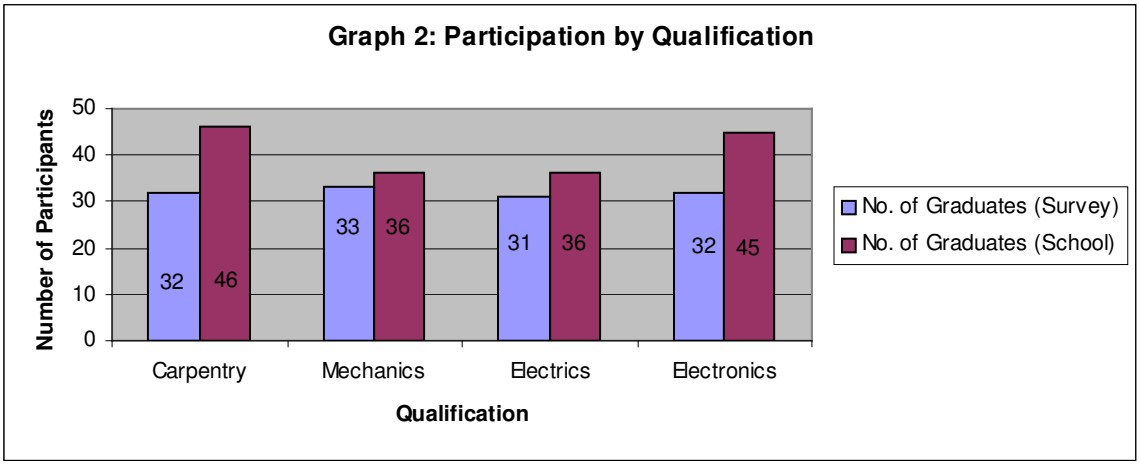
Table 1: Participation vs School Registration

Qualification			
	No. of Graduates (Survey)	**No. of Graduates (School)**	**%**
Carpentry	32	46	70%
Mechanics	33	36	92%
Electrics	31	36	86%
Electronics	32	45	71%
Total	**128**	**163**	**79%**

Fatumaca Technical School offers four types of courses:

- *Carpentry*
- *Mechanics*
- *Electrics*
- *Electronics*

The results of the survey show that the highest number of participants and graduates was from the mechanics course with 92%, followed by the electrics course with 86%, electronics course with 71% and lowest participants from carpentry course with 70%. The results could have been higher, particularly when we found out that most of the students were based in Lospalos. Although we held a workshop in Lospalos where almost 50 participants attended, the workshop was interrupted due to the threat of violence in the building next to the place where the workshop was conducted. As a result, the participants were dispersed and ETDA was able to retrieve only a minimum of 10 completed surveys. Due to the security situation and the time constraint of the survey, ETDA was unable to organize another workshop.



- Occupation Status of graduates from Fatumaca Technical School upon completion of studies

Qualifications and Occupations

In this survey the word "occupation" is divided into five common categories where each participant was required to tick what they did when they completed their studies. The five common occupational categories are as follows: Employed, Work experience, University, Unemployed, Self-Employed and others. As survey participants self-indicated their occupations, it is helpful to compare occupations with their qualifications. It is important to keep in mind that work experience and the job learning have traditionally been important aspects of the education system as official qualifications were sometimes difficult to obtain.

Categories:

Employed *– paid employment*

Work experience *– unpaid employment*

University *– continued further studies*

Self-employed *– established their own business*

Other *– none of the above*

The participants were requested to tick one of the categories, as well as provide further information. For example, if the participant had found a job when he completed his school, he was asked to provide the name and place of his work, the work duration, his position and duties. Because the survey was targeted at participants who completed their studies in the year 2004, 2005 and 2006, some of the data would be outdated, hence another question was asked to identify the current occupation status of the participant at the time of survey.

Graph 3 shows the data from Table 2. Results reveal that 35% of participants continued their studies at universities, while 32% became unemployed, 18% of participants found jobs, 9% found work experience and 5% indicated that they were self-employed.

Table 2: Where are the graduates when they finished school?

	No. of Participants	%
University	45	35%
Unemployed	41	32%
Work	23	18%
Work experience	12	9%
Self-Employed	6	5%
Other	1	1%
Total	**128**	**100%**

18% of graduates found jobs when they finished their training at Fatumaca Technical School

Graph 3: Graduates Occupation Status upon completion of studies

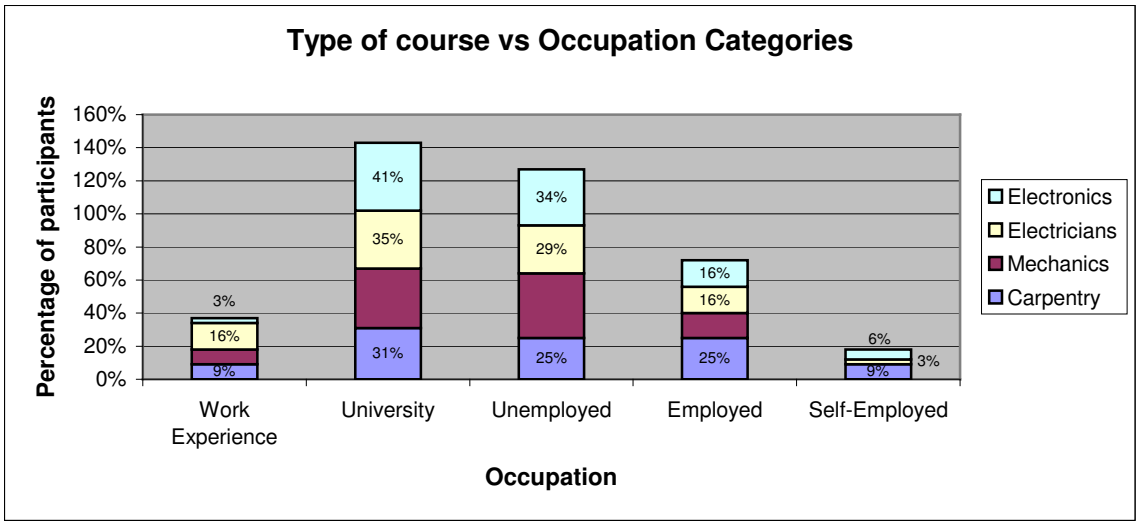
Survey results in Graph 4 show that graduates who completed the carpentry course not only had the highest percentage in finding jobs (25%) but also had the highest number of being Self-employed (9%), while 41% of graduates from electronics course continued their studies in universities. The highest number of graduates (39%) who became unemployed were the graduates who completed the mechanics course. This was probably due to most of the mechanics workshops being based in Dili.

25% of graduates with carpentry qualification stated that they found jobs

Table 3: Type of courses vs Occupation Status upon completion of studies (Fatumaca Technical School)

	Work Experience	University	Unemployed	Employed	Self-Employed	Others	Total
Carpentry	3	10	8	8	3		32
Mechanics	3	12	13	5	0		33
Electricians	5	11	9	5	1		31
Electronics	1	13	11	5	2		32
Total	**12**	**46**	**41**	**23**	**6**		**128**

Graph 4: Type of Courses vs Occupation Status upon completion of studies



According to the trainers at the Fatumaca Technical School, the Indonesian curriculum is still in place, however practical work is focused on Timor-Leste labour market. In comparison to other technical schools, Fatumaca spends more time in practical work rather than theory: 42% theory and 59% practical. There are four workstations in Fatumaca for students to do their practical work. There are 16 trainers where 7 are from the Politenick School. Most of the trainers are final year Fatumaca students. The trainers feel that Fatumaca needs to improve its quality. As trainers they asked instituitions to create work experience or training centers with standards, or established Centres that are competent to offer apprenticeship programs to students who completed their studies before they actually go and find jobs. The students must give value to their certificate and need to have opportunities to receive work experience before they are ready to go to work.

Most trainers felt that all Training Centres should be together and propose to the government to establish an Apprenticeship Centre of high standard and quality so that this Centre is able to certify the students' certificate and update their technical skills before the students are ready to look for jobs.

The Fatumaca Techincal School has quality teaching but still lacks human resources, particularly trainers, as most of the trainers are students who have completed the course in Fatumaca. However Fatumaca trainers are confident and can guarantee that their students are well prepared for the labour market but can not guarantee that their students will succeed at universities because Fatumaca's theory material is very minimum. Survey results showed 18% of graduates from the Fatumaca Technical School are employed and 38% are currently continuing their studies at universities.

One of the biggest difficulties is the lack of information, technical books are not updated, equipment is not updated especially in technology, there is also lack of communication, especially internert services as well as lack of companies that accept students for work experience.

The trainers feel that the Government should create conditions to like established Information Centers or support organizations to establish aprenticeships centers to implement training with quality and standards that the Government has established. This would facilitate the students to upgrade their skills before they are ready to cater the workforce. Of course, the Government must also create jobs.

- ## Current Occupation Status of graduates from Fatumaca Technical School

The main objective of the survey was to identify the current occupation status of graduates' from the years 2004, 2005 and 2006 who completed their studies at the Fatumaca School. Those who stated that they were currently working were requested to state whether their work was related to their qualification.

Results showed that the current occupation status of graduates was 38% continuing their studies at university, 34% unemployed, 22% are currently working while 5% are self-employed. Of the 28 participants who stated that they are working, 20 are working according to their qualification.

Table 4: Current Occupation Status (Fatumaca Technical School)

	2004	2005	2006	Total	%
Employed	16	3	9	**28**	22%
University	20	17	11	**48**	38%
Self-Employed	1	3	2	**6**	5%
Unemployed	7	11	26	**44**	34%
Not Stated	0		2	2	2%
Total	**44**	**34**	**50**	**128**	100%

A complete detail of the graduates' current employment status can be seen in Table 11 in this report. Results showed that from the 32 graduates who completed the carpentry course, 8 graduates are working working in fields directly related to their course of studies, achieving a success rate of 25%. The 33 graduates from the mechanical course, 6 are currently working according to their qualification, an 18% success rate. 5 graduates out of the 31 graduates from the electrics course who are currently employed, are all working according to their qualification, achieving a 16% success rate. From the 32 graduates who completed the electronics course, only 1 is working according to his qualification, a result of a 3% success rate.

25% of graduates from Fatumaca Technical School with carpentry qualification are working according to their qualification

Table 5: Type of Course vs Current Employment Success Rate

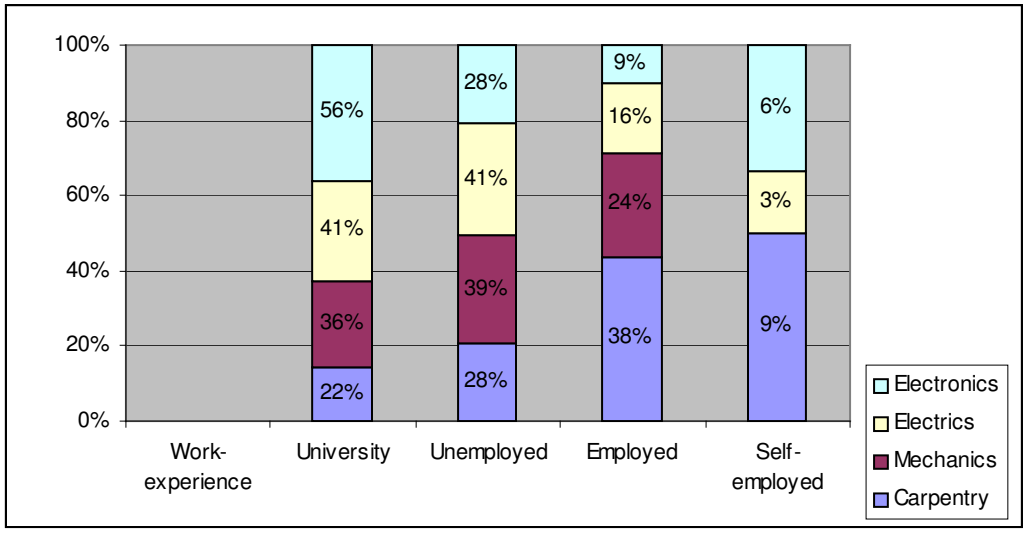
Type Course	Employment Success Rate
Carpentry	25%
Mechanical	18%
Electrics	16%
Electronics	3%

Results in Table 6 showed the number of participants who stated that they were currently working, and if they were working according to their course of studies. 25% of graduates who completed the carpentry course were currently working according to their qualification. This is also because 9% of graduates who completed the carpentry course established their own businesses. Graduates who completed the electronics course had the lowest result (3%) in finding jobs according to their qualifications, however these graduates continued to further their studies at universities.

Table 6: Current Occupation Status direct to their course of studies

Fatumaca Technical School	2004	2005	2006	Total	Total
Carpentry	6	0	2	**8**	**25%**
Mechanics	3	1	2	**6**	**18%**
Electrician	3	0	2	**5**	**16%**
Electronics	1	0	0	**1**	**3%**
Total	**13**	**1**	**6**	**20**	

Graph 5: Type of Course vs Current Occupation Status (Fatumaca Technical School)



Graduates who are currently self-employed (established their own business):
- 6% from electronics course
- 3% from electrics course
- 9% from carpentary course

- ***Breakdown details of of Fatumaca Technical School course***

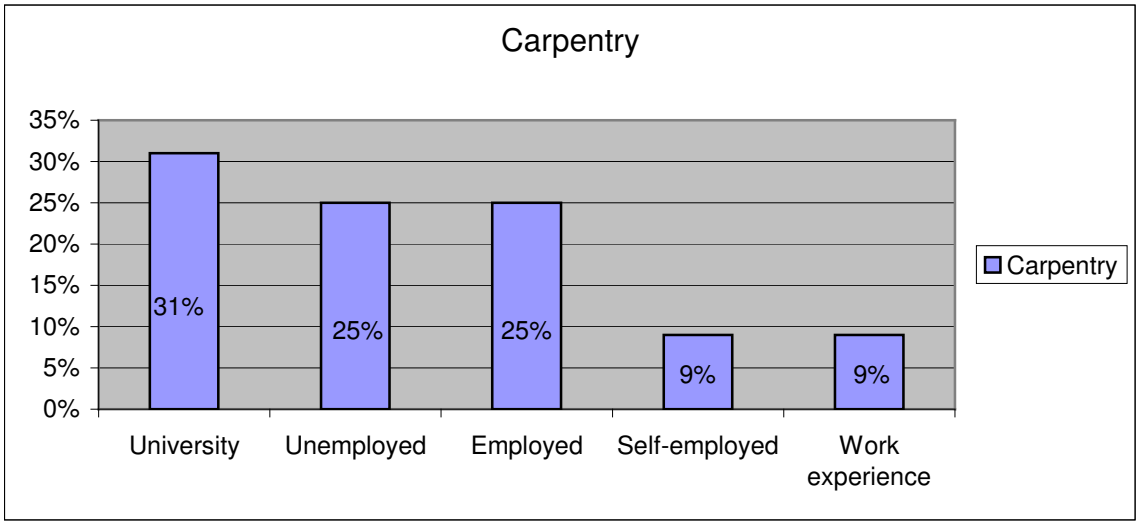
Carpentry Course

Survey results show that 31% of the participants who completed the carpentry course continued their studies at universities, 25% were able to find jobs, 25% became unemployed, 9% found work-experience and the other 9% established their own businesses.

Table 7: Carpentry course vs Occupation Status (Fatumaca Technical School)

	Work Experience	University	Unemployed	Employed	Self-Employed	Others	Total
Carpentry	3	10	8	8	3		**32**
%	9%	31%	25%	25%	9%		

Graph 6: Carpentry Course vs Occupation Status (Fatumaca Technical School)



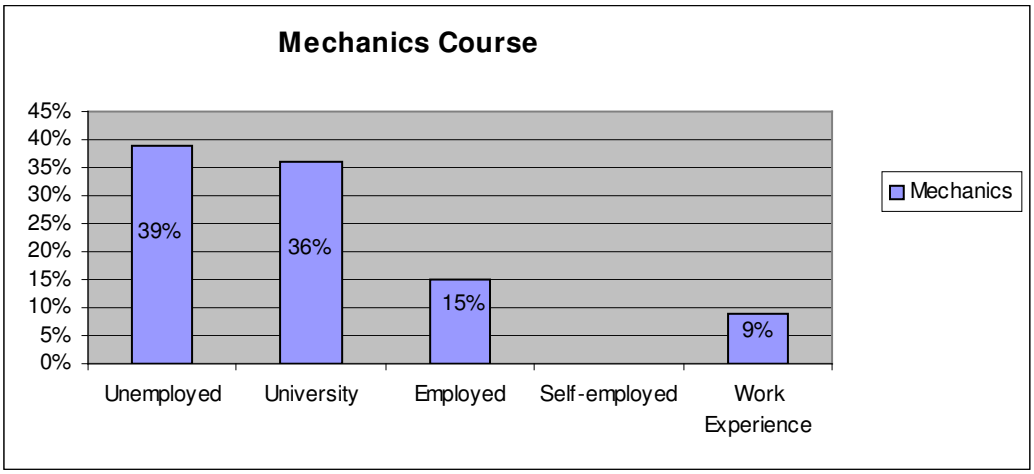
Mechanics Course

Survey results showed that graduates who completed the mechanics course had a high rate of unemployment with 39%, followed by those who continued their studies at universities with 36%, 15% found jobs and 9% received work-experience.

Table 8: Mechanics Course vs Occupation Status (Fatumaca Technical School)

	Work Experience	University	Unemployed	Employed	Self-Employed	Others	Total
Mechanics	3	12	13	5	0		33
%	9%	36%	39%	15%	0%		

Graph 7: Mechanics Course vs Occupation Status (Fatumaca Technical School)



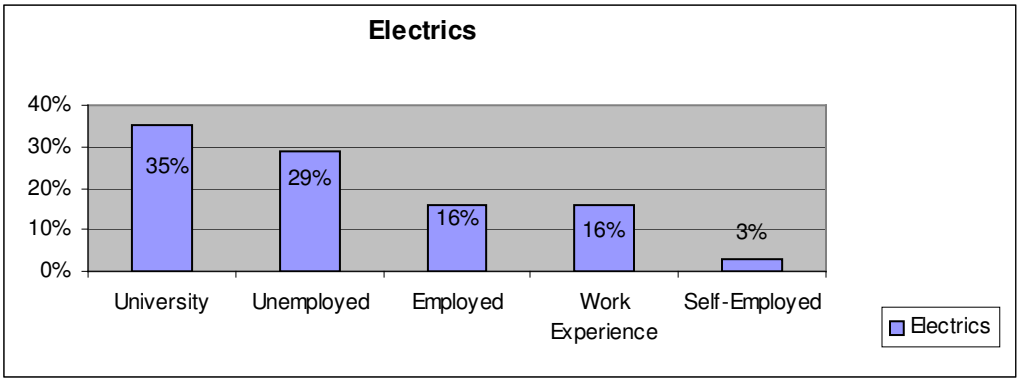
Electrics Course

Survey results showed that 35% of graduates who completed the electrics course continued their studies at universities, 29% became unemployed,16% received work experience, and 3% were self-employed.

Table 9: Electrics Course vs Occupation Status (Fatumaca Technical School)

	Work Experience	University	Unemployed	Employed	Self-Employed	Others	Total
Electrics	5	11	9	5	1		31
%	16%	35%	29%	16%	3%		

Graph 8: Electrics Course vs Occupation Status (Fatumaca Technical School)



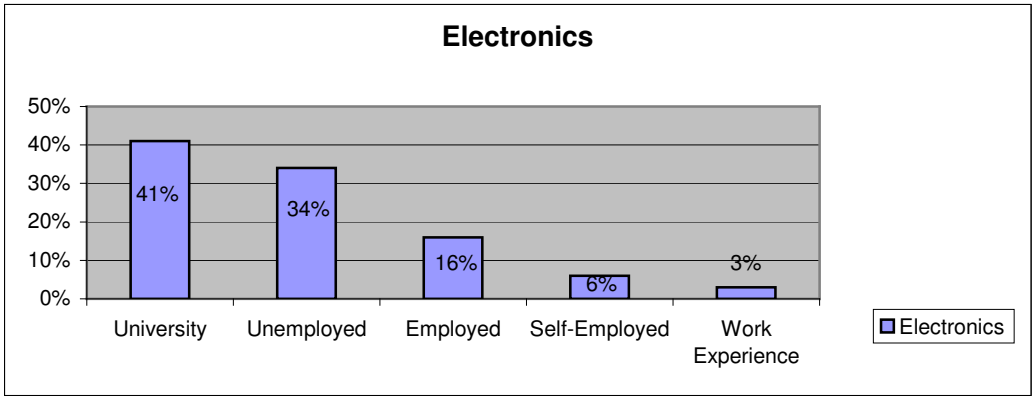
Electronics Course

From the electronics course, 41% of graduates continued their studies while 34% became unemployed. 16% of graduates found jobs, followed by 6% who established their own businesses and only 3% received work-experience.

Table 10: Electronics Course vs Occupation Status (Fatumaca Technical School)

	Work Experience	University	Unemployed	Employed	Self-Employed	Others	Total
Electronics	1	13	11	5	2		32
%	3%	41%	34%	16%	6%		

Graph 9: Electronics course vs Occupation Status (Fatumaca Technical School)



- Detailed information of current employment (Fatumaca Technical School graduates)

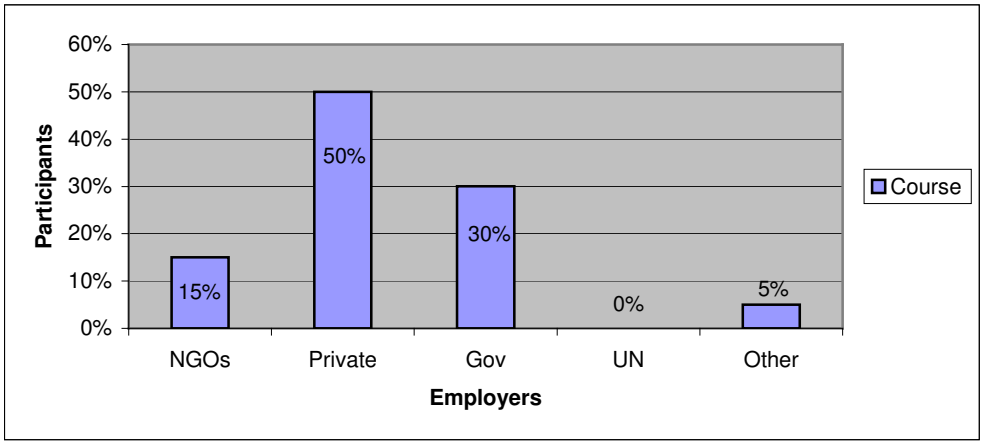
The survey asked participants who were employed to provide more details such as the name of their employer, their job title and duties. Detailed information is shown in Table 12 below.

Results from Graph 10 show graduates who are currently employed, 54% are employed by the private sector, 21% by the Government, 18% by NGOs, UN Agencies and other by 4%. In trying to find which type of employer employs graduates according to their qualification, we discovered that the private sector has the highest percentage with 50%, followed by the Government with 30%, see Graph 10.

Table 11: Employer vs Course (Current Employed Status)

Course	NGOs	Private	Gov	UN	Other	Total
Carpenters	3	7	2	0	0	12
Mechanics	1	5	1	0	1	8
Electrics	0	2	3	0	0	5
Electronics	1	1	0	1	0	3
Total	**5**	**15**	**6**	**1**	**1**	**28**
%	18%	54%	21%	4%	4%	

Graph 10: Employer vs Course (Current Employed Status according to qualification)



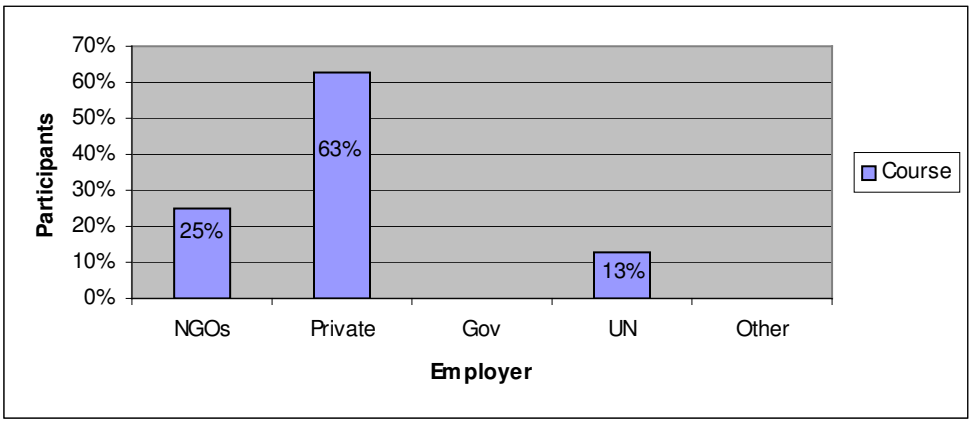
Survey showed that the top course to provide employment was Carpentry. These graduates are employed by private local construction companies as carpenters, technicians or field supervisors.

30% of graduates from the mechanical course who are employed directly according to their course of study, are employed as welders by foreign companies. Those who are not employed as mechanicals technicians, their duties involved either as data gathering or teaching.

The 31 graduates from the electric course where 5 are currently employed in the fields directly related to their course of study. They are employed as technicians and their duties involved installation and maintenance. Out of the 5 who are currently working, 2 are employed by the Government of RDTL, while the rest by private companies.

From the 32 graduates of the elctronics course only one is employed according to his qualification, achieving a 3% success rate. This graduate is employed by a Private Company as the technician. The other four, one is working as a carpenter, two as teachers, and one as language assistant. In breaking down their employer details, survey results showed that two are working in training centers, one at the Fatumaca Technical School and the other in World Vision as an Electronics Teachers Assistants, and the other working as a language assistant for UNMIT.

Graph 11: Course vs Employer (Not According to qualification)



It seems that employment opportunities are available when one assesses the current situation of the country. For example, just in Dili, the constant power cuts have affected many organizations, private sector, as well as the Government, which is the largest employer, with most these organizations sustaining damage to their electronic equipment. Organizations are beginning to activate their generators, hence the demand for technicians in this area has increased.

Government should create jobs by introducing apprenticeship program

Survey results showed that 31 graduates from the electric course, those 5 that are employed, are employed as electric technicians, the rest of the graduates 34% are currently unemployed. It is important for the Government to create aprenticeship programs particularly for these electricians to maximize the usage of their skills. Currently there are 347 local NGOs and 80 international NGOs registered at the NGO Forum. Job creation can be achieved if Government were to introduce an electrician apprenticeship program, fully subsidized to accommodate at least 30 graduates on a yearly basis to these organizations. So not only would benefit the graduates in giving them job experience but it would help organizations minimize the difficulties that they are currently facing due to power shortage cuts. Certainly, criteria needs to be established by which non-governemnt organizations are qualified to receive this graduate as this is to benefit both parties. The organization is also responsible for providing job-experience according to the graduates qualification.

Only one graduate from electronics course out of a total of 32 is employed according to his qualification. This could reflect the reluctance of organizations to hire electronic technicians or the lack of trust the organizations have in hiring these graduates. Many participants requested organizations to give them a chance to do any work and complaint organizations who employed technicians from overseas. This can be summarise by a graduate's comment *"must give value to us technicians, not just to foreign technicians, now in Timor-Leste there are many technicians from overseas because the Government, NGO and private sector do not have confidence in us"*.

"To help me find a job, I need to have access to any information regarding job vacancies" Graduate from Fatumaca Tehnical School

Many participants commented on the need to establish information centers in all districts where they can access information on job vacancies. This can be summarised in a comment made by a graduate when asked how can one help him find jobs, the reply was *"To help me find a job, I need to have access to any information on job vacancies"*. Other comments were the need to establish strong links with the private sector in order to facilitate the contact between employers and graduates. *"This is the kind of support we need, where it give us an advantage",* a graduate commented.

Many participants commented on the need for the Government to create jobs through Government-issued contracts, whereby it is a condition that employed Timorese technicals be employed as part of the contract. This then further raises the need to establish an Apprenticeship Recruitment Centre. As one graduate puts it *"The type of help that I ask is to create one place only so that when we are looking for jobs, it can go through our representative*". The purpose of a recruitment centre is to register all the graduates from Technical schools and prepare these youth through job search skills training to enter the labour market. Private companies need to be more involved in human resource development/capacity building as when it comes to nation building, human resources and infrastructure need to be developed at the same time. If we are building a bridge, schools, roads etc. we need to ensure we employ Timorese technicals. Government must create positions to facilitate the employment of Timorese technicals and give them work experience that ties into sustainability and ownership.

…need to establish an Apprenticeship Recruitment Centre

ETDA therefore recommends that the Government review its current tender contract on the recruitment of Timorese by introducing an Apprenticeship Recruitment Centre where companies must recruit a certain number of graduates and offer them work-experience for a period of 6 months-12 months.

Table 12: Detail information of graduates from Fatumaca Technical School who are currently employed

Number of Participants	Qualification	Employer	Position	What are they doing	Year Started Working
1	Carpenter	Fanticia Uni. Pessoa Ltda	Technician	Constructions	2007
2	Carpenter	Private	Staff	Constructions	2006
3	Carpenter	Perola de Timor	Staff	Carpenter	2007
4	Carpenter	East Timor Company	Staff	Carpenter	2006
5	Carpenter	Maidalo I Consultant	Supervisor	Field Supervisor	2006
6	Carpenter	Assert Clinic	Bench Technician	Plastic support	2006
7	Carpenter	Rio Constructions	Technician	Installations	2005
8	Carpenter	FIDEETS Unipessoal	Supervisor	Field Supervisor	2006
9	Carpenter	Total Logistics Services	Logistics Adm.	Data entry	2006
10	Carpenter	SBSC	Manager	Supervisor	2006
11	Mechanical	Antheater	Welder	Welder	2006
12	Mechanical	Companhia Diosese Baucau	Staff	Welder	2005
13	Mechanical	A1 Services	Mechanics	Hydrolic Houses	2007
14	Mechanical	Tanque de Guerra	Supervisor	Supervision	2005
15	Mechanical	Benkell Machine produksi	Technician	Welder	2007
16	Mechanical	Mogrin Constructions	Timekeeper	Foundation	2007
17	Mechanical	Cams TL	Staff	Collect data	2007
18	Mechanical	IPIS Imaculate Conseption	Teacher	Teaching	2007
19	Electrician	Administration and Naviagetion Ltd	Teacher assistant	Maintenance	2005
20	Electrician	Penta Ocean	Assistant	Installations	2007
21	Electrician	EDTL	Technician	Instlallation	2005
22	Electrician	CCS System	Technician	Installations	2006
23	Electrician	RTTL	Technician	Transmitor	2007
24	Electronics	World Vision	Electronic Facilitator	Teacher	2007
25	Electronics	UNMIT	Language assistant	Interperter	2006
26	Electronics	Private	Technician	Installation	2007
27	Electronics	Salomon Brothers	Carpenter	Not stated	2006
28	Electronics	Benkel Don Bosco Fatumacas	Trainer	Assistance	2006

Becora Technical School

- *Introduction*

In 1980, the Becora Technical School was part of the Senior Secondary schools. It was only after 1989 that, the Becora Technical School became a technical school on its own. The school has currently 66 permanent teachers, 61 male and 5 female. Four teachers are employed on a contract basis.

The Becora Technical School enrolls between 200 to 250 students per year, however last year the school only received 180 students. Between 2004 and 2006, 265 students graduated from the Becora Technical School (including 34 women). In April 2006, the school suffered damage from the riots resulting in the loss of most of its documents, equipment, computers and furniture. According to the teachers, the 2006 damage was worst than the 1999. To date, no measures have been taken to repair the damage.

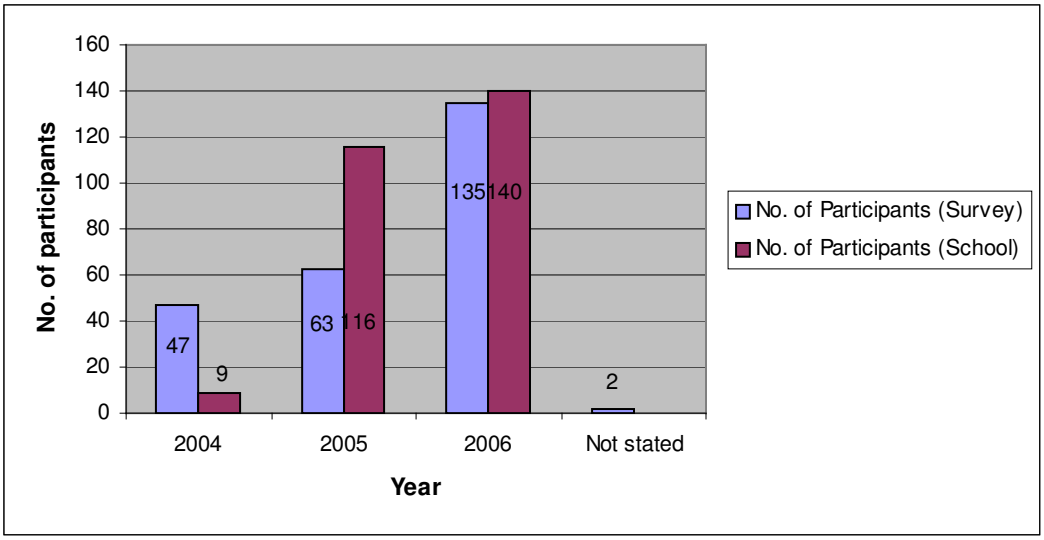
The school uses the languages of Tetun and Bahasa Indonesia for its teachings, and the Portuguese language as a subject to learn. The School still follows the Indonesia curriculum.

Currently, the school offers 6 courses: Carpentry, Mechanical, Electrics, Electronics, Automotive and Information Technology (IT). The school is open to all Timorese in the districts.

- Participation

ETDA received a list of 265 graduates from the Becora Technical School. About 93% of graduates participated in the survey, given a total of 247 participants. Due to the 2006 riots, the school could only identify 9 graduates who graduated in 2004. The survey was able to identify a further 38 graduates giving a total of 47 graduates for that year. Graph 12 shows that graduates from all the years participated in the Survey, and that most participants were from the year 2006 with 96%.

Graph 12: Praticipants vs Registration (Becora Technical School)



93% of graduates from Becora Technical School participated in the survey.

Table 12: Participants vs School Registration (Becora Technical School)

Year	No of participants (School)	No. of Participants (Survey)	%
2004	9	47	522%
2005	116	63	54%
2006	140	135	96%
Not Stated		2	
	265	**247**	**93%**

Participation by Qualifications

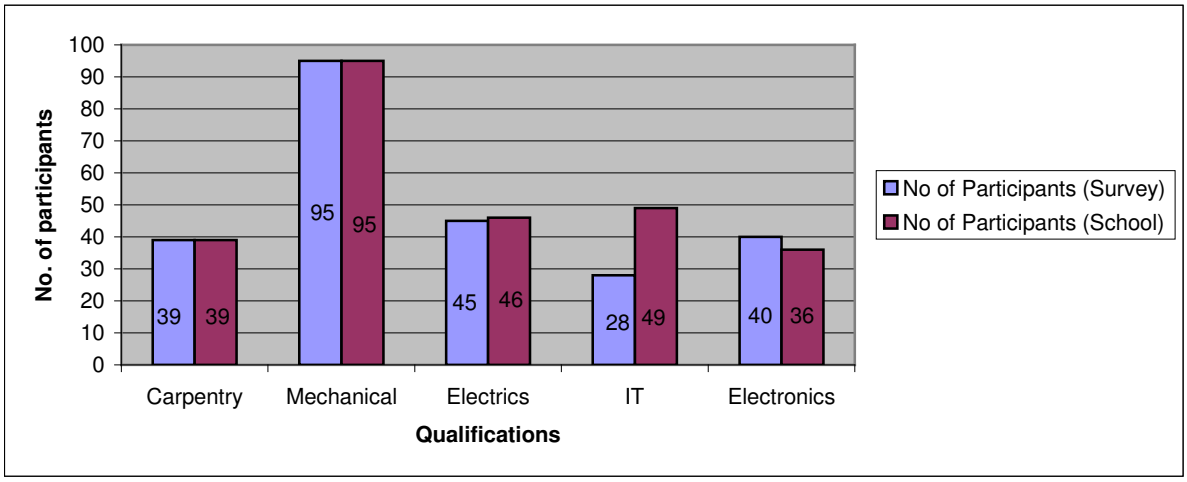
The survey questionnaire listed the courses as follows: Carpentry, Mechanical, Electrics, IT, Electronics, Civil Engineering and other. Participants were requested to tick the course they completed and if it was not listed they had the option to write the name of the course in the section Other. One must note that the course Civil engineering has now amalgamated with the carpentry course, and the mechanical course has been divided into two: Metallurgy and Automotive. Thus, in 2003 the Becora Technical School renamed its course as follows: Carpentry, Metallurgy, Electrics, Electronics, Automotive and Information Technology (IT). It is assumed that the participants who completed the metallurgy or automotive course, ticked the mechanical category, and those who did not would write the category automotive in the Other section. For this survey, we combined the graduates who completed metallurgy, mechanical and automotive course and categorized them under the mechanical course. The survey results revealed 94% participation of graduates who completed the mechanical/metallurgy/automotive course. We assumed that those who did the civil engineering course ticked the carpentry course. According to the school list, there were 39 graduates from the civil engineering course between 2005 and 2006. Survey reveals that 39 participants stated that they completed the carpentry course from 2004 to 2006, achieving 100% representation.

Table 13: Participants vs Qualification

	No of Participants (Survey)	No of Participants (School)	%
Carpentry	39	39	100%
Mechanical	95	95	100%
Electrics	45	46	98%
IT	28	49	57%
Electronics	40	36	111%
Not Stated	0		
Total	**247**	**265**	**93%**

Under the electronics course we received 4 more graduates who were not included on the school list. Graduates from the Information Technology course had the lowest percentage with 55% participants responding to the survey. This impacts on the employment status of the graduates in this section, as only two graduates stated their occupation status as employed.

Graph 13: Participants vs Qualifications (Becora Technical School)



- Status of graduates from Becora Technical School upon completion of studies

In this survey the word "occupation" is divided into five common categories where each participant was required to tick what they did when they completed their studies. The five common occupational categories are as follows: Employed, Work experience, University, Unemployed, Self-Employed and others. As survey participants self-indicated their occupations, it is helpful to compare occupations with qualifications. It is important to keep in mind that work experience and job learning have traditionally been important aspects of the education system as official qualifications were sometime difficult to obtain.

As the participant was requested to tick one of the categories, they were then requested to provide further information. For example, if the participant had found a job when he completed his school, he was asked to provide the name and place of his

59% of graduates from Becora Technical School stated their status as unemployed when they completed their studies.

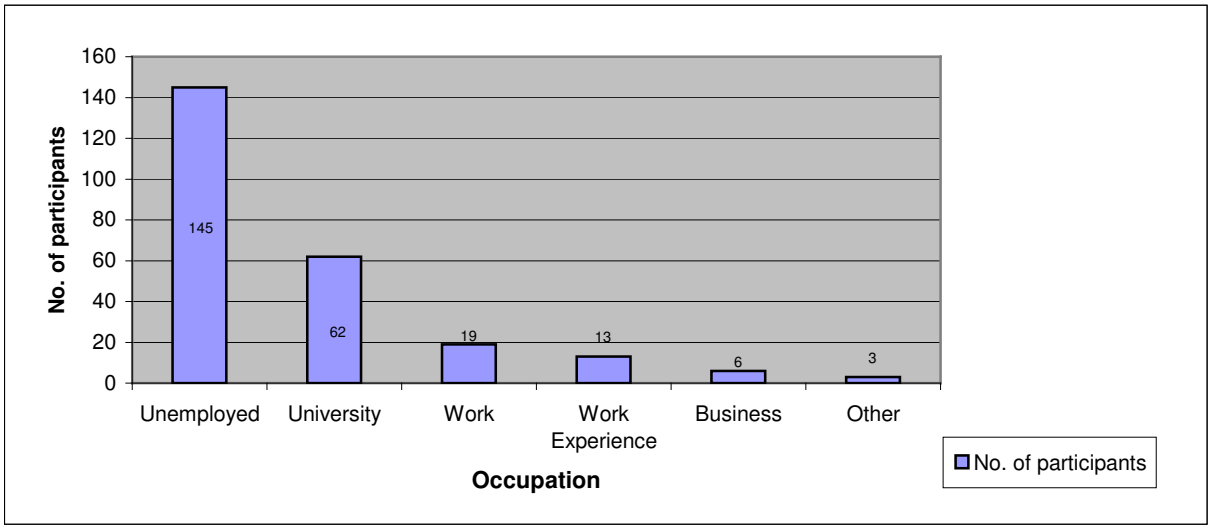
work, the work duration, what was his position and duties. As the survey targeted to participants who completed their studies in the year 2004, 2005 and 2006, some of the occupation would be outdated; hence another question was raised to identify the current status of the participant as when they participated in the survey. Results on the current employment status of the participants is at the end of this report.

Graph 14 shows the data from Table 15. Survey results reveal that 59% of graduates from the Becora Technical School stated their status as unemployed after completion of their studies, while 25% went on to continue their studies, 8% were employed, 5% found work experience and 2% established their own business.

Table 15: No. of participants vs Occupation Status upon completion of studies

Becora Technical	No. of participants	%
Unemployed	145	**59%**
University	62	**25%**
Work	19	**8%**
Work Experience	13	**5%**
Business	6	**2%**
Other	2	**1%**
Total	**247**	**100%**

Graph 14: Graduates Occupation Status upon completion of studies (Becora Technical School)



Currently, the school does not even have a complete registration of all its students. It is hoped that this survey will also help the school to identify past students. ETDA strongly recommends that the school establish a registration database given that the school teaches Information Technology course. The school could use the designing of the registration database as part of a pratical school assignment for the final year IT graduates.

- Current Occupation Status of Becora Technical School graduates

The main objective of the survey was to identify the current occupation status of graduates' from the year 2004, 2005 and 2006 who completed their studies at the Becora Technical School. Those who stated that they were working were requested to state if their work was related to their qualification.

Graph 12 survey results showed that 62% of graduates stated they are currently unemployed, an increased by 3% since they completed their studies, 25% continued their studies, however there was an increase by 1% for those who were able to find jobs, from 8% to 9%, and also an increase from 1% to 2% for those who established their own business.

Many participants from the Becora Technical School commentted on the lack of quality teaching. Many mentioned on the lack of teachers, lack of commitment from teachers, and that teachers' qualification should be a minimum Diploma III or undergraduate. Practical training equipments are not sufficient, and the current ones are outdated and should be upgraded. Improving the libraries was also mentioned for both schools. One can summarise this by counting one graduate's comment when asked about his opinion on technical schools in Timor-Leste, *"Of all the technical schools in Timor-Leste, the Becora Technical School is the weakest in terms of teachers, books and equipment "*. For all these reasons, one can see why the Becora Technical School has a high rate of unemployed graduates. This could also be that the Becora Technical suffered most during the 1999 and 2006 crises. Overall, both technical schools do not provide support to graduates when they complete their studies. There is no pre-employment preparation training or pre-business training. ETDA strongly recommends that the Becora and Fatumaca Technical Schools establish links with existing Employment and Training Centres in order to provide some support to their final year graduates find employment.

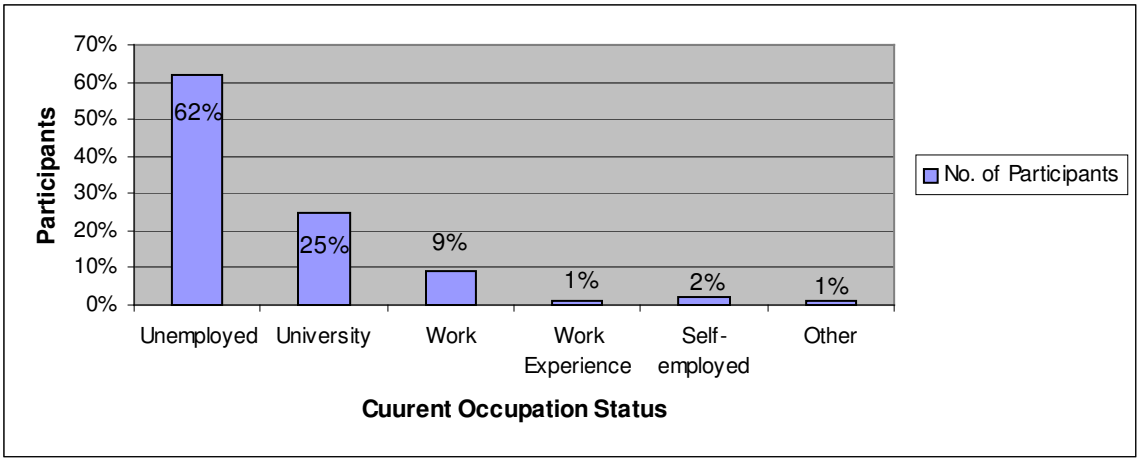
"Of all the technical schools in Timor-Leste, Becora Technical School is the weakest in terms of teachers, books and equipment "

Table 16: Participants vs Current Occupation Status

	No. of participants	%
Unemployed	154	**62%**
University	61	**25%**
Work	23	**9%**
Work Experience	1	**1%**
Business	6	**2%**
Other	2	**1%**
	247	**100%**

62% of graduates from Becora Technical School stated their current status as unemployed

Graph 15: Becora Technical School graduates vs Current Occupatio n Status



Current Occupation versus Qualification

It was important to find out the participants who stated that they were currently working if they were working according to their qualifications. The survey results showed that 39% of graduates are currently working according to their qualifications. Graduates who completed electronics course rated high in finding employment according to their qualifications with 8%, followed by graduates who completed electrics and IT course with 4%. Graduates who studied carpentry although rated high (15%) in finding employment none were working according to their qualification.

8% of graduates who completed electronics course had the highest success rate in employment

Table 17: Graduates currently employed (Becora Technical School)

	Working according to qualification	Working NOT according to qualification	Total
2004	3	7	10
2005	1	4	5
2006	5	3	8
Total	**9**	**14**	**23**
%	**39%**	**61%**	

Graph 16: Graduates currently employed direct to their course of study

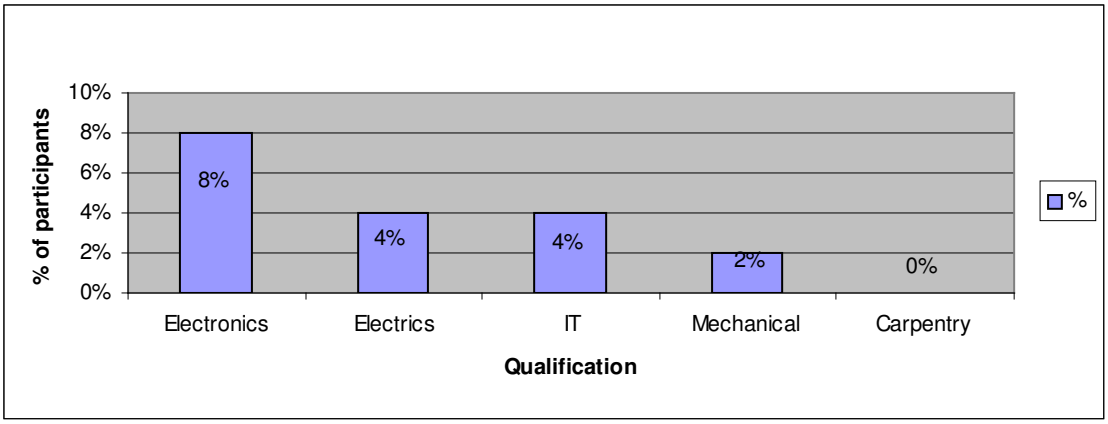


Table 18: Current Employed Status vs Qualification (Becora Technical School)

	2004	2005	2006	Total	%
Carpentry	0	0	0	0	0%
Mechanical	1	0	1	2	2%
Electrics	1	0	1	2	4%
IT	0	1	1	2	4%
Electronics	1	0	2	3	8%
Not Stated					
Total	**3**	**1**	**5**	**9**	

Graph 17: Current employment status NOT according to Qualification

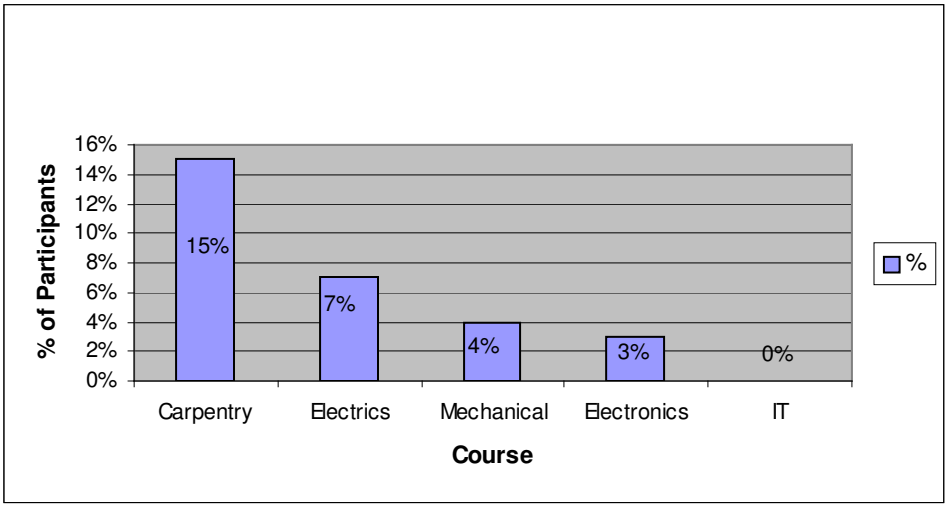


Table 19: Current Occupation Status NOT according to Qualification

	2004	2005	2006	Total	%
Carpentry	4	0	2	6	**15%**
Mechanical	1	2	1	4	**4%**
Electrics	2	1	0	3	**7%**
IT	0	0	0	0	**0%**
Electronics	0	1	0	1	**3%**
Not Stated					
Total	**7**	**4**	**3**	**14**	

- Breakdown details of Becora Technical School Courses

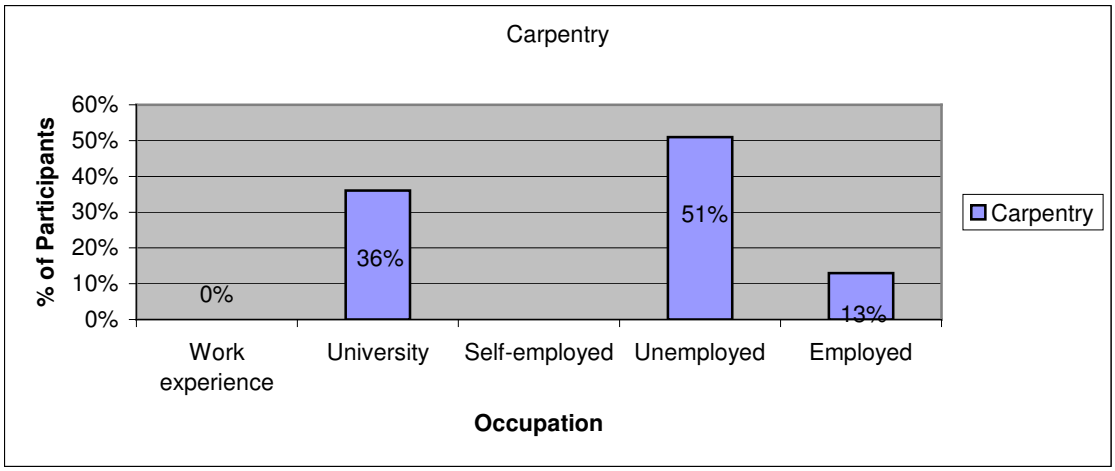
Carpentry Course

Survey results show that 39 participants who completed the carpentry course 13% found jobs, 36% continued their studies at universities and 51% became unemployed.

Table 20: Carpentry Course vs Current Occupation Status

Becora	Work experience	University	Self-employed	Unemployed	Employed	Total
Carpentry	0	14	0	20	5	**39**
	0%	36%		51%	13%	

Graph 18: Carpenter course vs Current Occupation Status



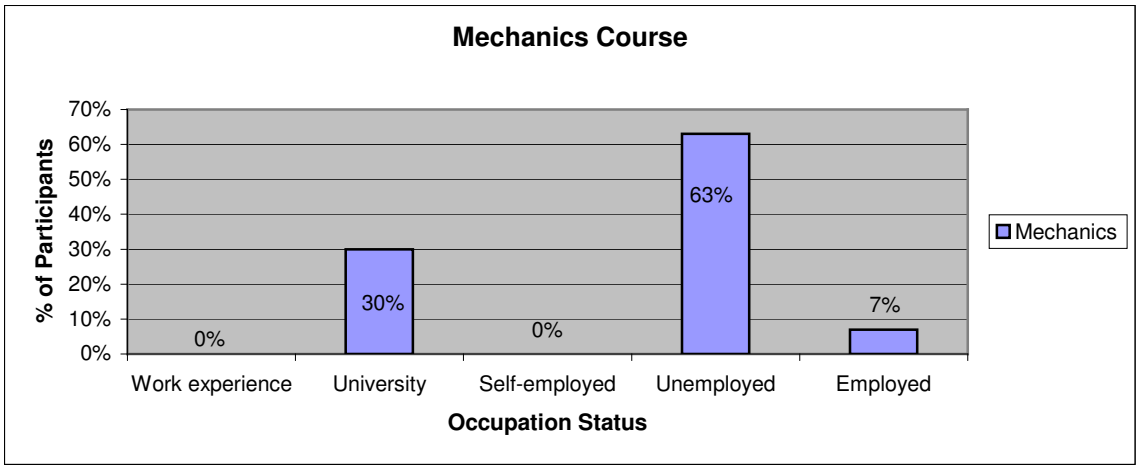
Mechanics Course

Survey results showed that 94 graduates who completed the mechanics course only 7% were able to find jobs, 30% continued their studies at universities and 63% are unemployed.

Table 21: Mechanics course vs Current Occupation Status (Becora Technical School)

Becora	Work experience	University	Self-employed	Unemployed	Employed	Total
Mechanics	0	28	0	59	7	**94**
%	0%	30%	0%	63%	7%	

Graph 19: Mechanincs course vs Current Occupation Status (Becora Technical School)



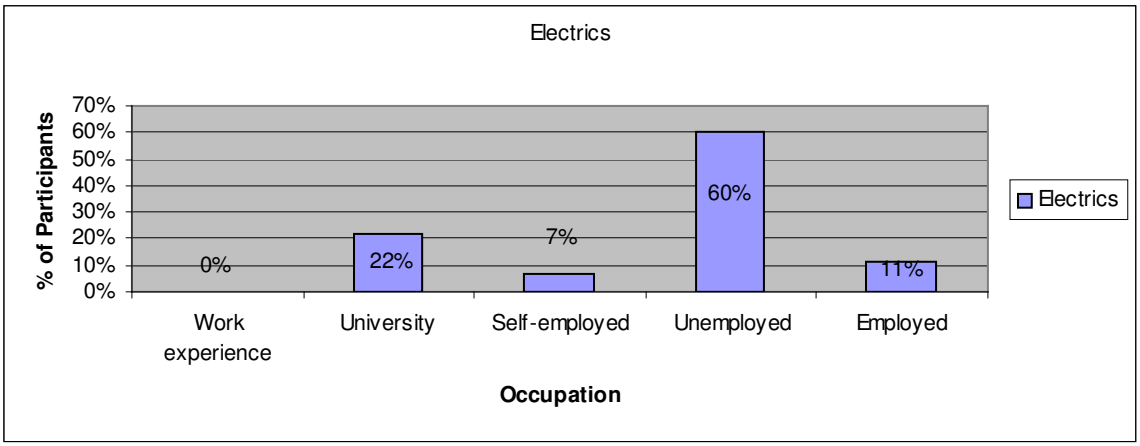
Electrics Course

Survey results showed that 45 graduates who completed the electrics course, 11% were able to find jobs, 22% continue their studies at universities, 60% became unemployed and 7% were self-employed.

Table 22: Electrics Course vs Current Occupation Status (Becora Technical School)

Becora	Work experience	University	Self-employed	Unemployed	Employed	Total
Electrics	0	10	3	27	5	**45**
%	0%	22%	7%	60%	11%	

Graph 20: Electric Course vs Current Occupation Status



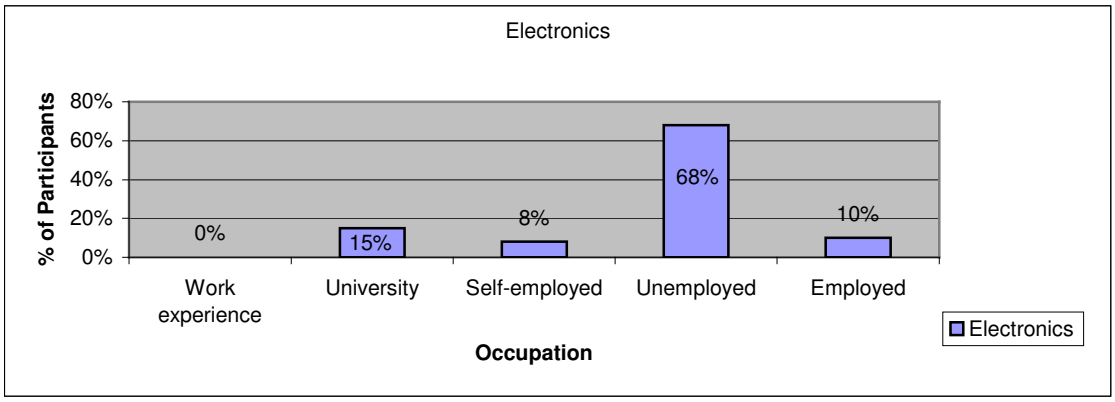
Electronics Course

The electronics course showed that 15% of graduates continued their studies while 68% became unemployed. 10% of graduates found jobs, followed by 8% who established their own business.

Table 23: Electronics Course vs Current Occupation Status (Becora Technical School)

Becora	Work experience	University	Self-employed	Unemployed	Employed	Total
Electronics	0	6	3	27	4	**40**
%	0%	15%	8%	68%	10%	

Graphs 21: Electronics course vs Current Occupation Status (Becora Technical School)



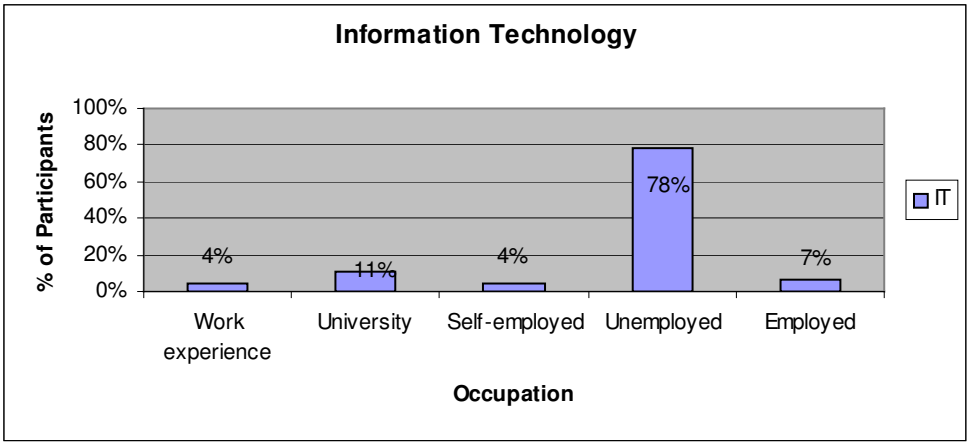
Information Technology course

Survey results show 28 graduates who completed the information technology course 75% are unemployed representing the highest percentage in comparison with all the other courses, however the 7% who found jobs were employed in fields directly related to their course of studies. 11% of graduates stated they are continuing their studies while 4% established their own business. 4% received work-experience.

Table 24: IT Coourses vs Current Occupation Status (Becora Technical School)

Becora	Work experience	University	Self-employed	Unemployed	Employed	Total
IT	1	3	1	21	2	**28**
%	4%	11%	4%	75%	7%	

Graph 22: IT Courses vs Current Occupation Status (Becora Technical School)



- Detailed information on current employment status of survey participants (Becora Technical School)

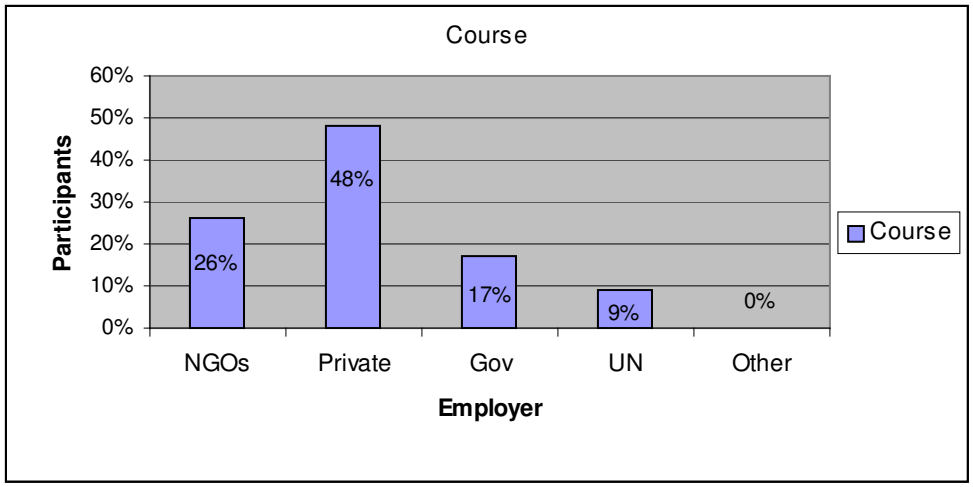
The survey asked participants to provide in more detail the name of their employer, their job title and duties. Results in Table 26 showed that the job duties from the graduates who completed carpentry course and who are currently employed, are employed as either teacher assistants, logistics or office administration with only one graduate being employed as TV/VCD repair technician. From the mechanical course, the 7 graduates who are employed, only 3 are employed in fields directly relating to their course of study. They are employed as welders' machine controller and maintenance. It is noted that these graduates started to work in 2004 and 2005 before the crisis. Those graduates who did the electric course, the survey results showed out of the 5 who are currently employed, only 2 are employed as workers/helpers. Although their duties involved installation of electricity none stated that they were electrical technicians or even assistant electrical technicians. The two graduates who completed the information technology course were all working according to their qualification and described their job position as IT and Data Entry Operators. Both graduates are employed by two local national NGOs and started to work after the crisis. The four graduates who completed the elctronics course who are currently employed, two are working directly in a field relating to their course of study as TV/Radio Repair Technicians, while the other two are employed as a Welder and an Installer of AC/Electric equipment. All are employed by the private sector and most were recruited after the crisis.

Table 25: Type of course vs Type of Employer (Becora Technical School)

Course	NGOs	Private	Gov	UN	Other	Total
Carpenters	1	2	2	0		5
Mechanics	1	5		1		7
Electrics	1	2	2	0		5
Electronics	1	2		1		4
IT	2					0
Total	**6**	**11**	**4**	**2**		**23**
%	26%	48%	17%	9%	0%	

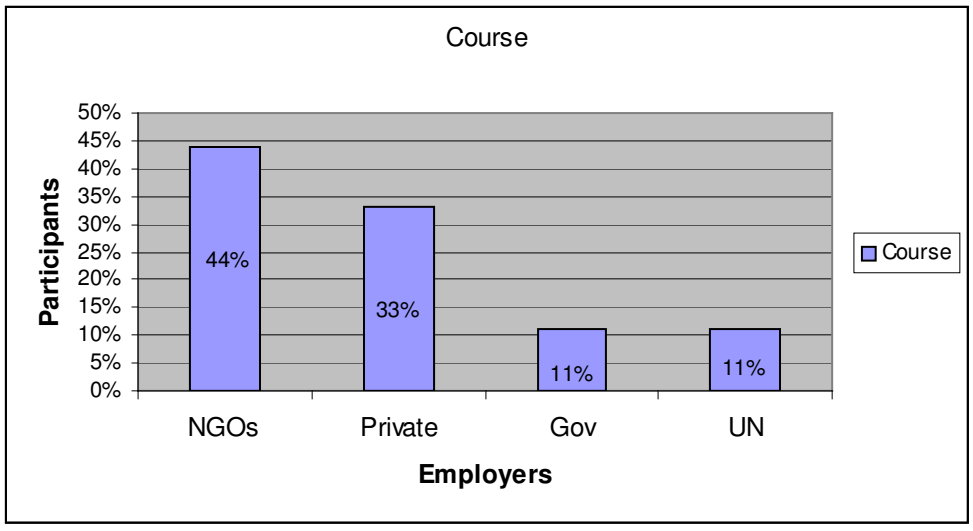
Results in Table 25 show the employment status of all the graduates who are currently employed, 48% are employed by the Private Sector, followed by 26% by NGOs, then Government with 17% and UN with 9%.

Graph 23: Type of course vs Type of Employer (Participants currently Employed)



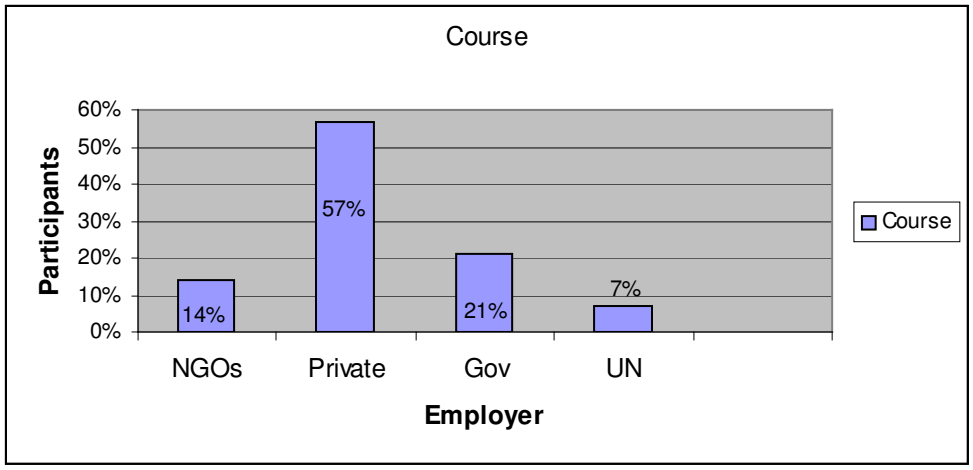
Graph 24 shows the results of participants who are currently employed in fields directly related to their course of study. NGOs seems to be the employer that employes the graduates according to their course of study with 44%. This can be seen in the participants comments on the employers who employed the graduates least according to their qualification are Government and UN, both with 11%. This is due to the labour market demand, where the majority of Timorese employed by UN are either drivers or language assistants and as for the Government, this could be that their quota is already full.

Graph 24: Type of employer vs graduates employed according to their course of study



Graph 25 shows the graduates who were employed not according to their qualification. Private Sector 57%, Government 21%.

Graph 25: Graduates employed NOT according to qualification vs Employer



Many participants' comments strongly emphasises on the need to create jobs as a responsibility of the Government or other organizations. Comments were made that these organizations should work together, clearly given an understanding that each organization was working separately. Those who wanted to establish their own business needed finance support to buy equipment, etc. since theirs was a trade skills. Although participants were aware of the private sector and it is through them that they could have jobs, many commented that private sector should have a fair recruitment process so that everyone can have the same access to employment opportunities. The issue of KKN (Collusion, Corruption and Nepotism in Indonesian language) system is raised constanly throughout the survey period and is seen in the participants' comments, as reducing their self-esteem as potential technicians and increasing their frustration in finding jobs. At the time of the survey, many thought ETDA was recruiting graduates from 2004-2006 for employment opportunities. ETDA received many SMS and even phone calls at late hours demanding the reason why they could not participate in the survey. Comments were raised that job vacancies should go through an organization or Employment Centres to give equal access to employment opportunities to everyone.

We want the Government to create jobs

Private Sector must have a fair recruitment process so everyone can have the same access employment opportunities

One comment refered to the need to strengthen the links between Government, private sector and training centers as a way to help the graduates find jobs. This can be done by running information sessions on employment opportunities on a bi-yearly or annual basis, bridging a closer link between employers and the graduates.

Table 26: Becora Technical School Current Employment Status Details

# Participants	Qualification	Employer	Position	Duties	Year Started work
1	Carpenter	KSI International	Staff	Teacher assistant	2005
2	Carpenter	Loja Haknao	Staff	Logistics	2006
3	Carpenter	Royal Electronic	Staff	TV/VCD Repairs	2005
4	Carpenter	IADE	Finance Assistant	Budget	2006
5	Carpenter	PDHG	Messenger	Deliver messages	2006
6	Mechanical	SEPORTIL	Team Leader	Supervisor	2004
7	Mechanical	Dragon Services	Lathe Machinist	Maintenance	2004
8	Mechanical	IOM	Emergency	Distributor	2006
9	Mechanical	UNPOL	Language Assistant	Interpreter	2007
10	Mechanical	SOLO Workshop	Welder	Welding	2005
11	Mechanical	CCT	Casual Staff	Machine Controller	2005
12	Mechanical	DE FRONTRES	Volunteer	Translator	2005
13	Electrics	Belak Fuel	Administrative Staff	Filing	2004
14	Electricis	Ministry of Education	Driver	Driver	2006
15	Electrics	CNFP	Worker	Installation	2005
16	Electricis	Virgo Motor	Staff	Logistics	2006
17	Electrics	EDTL-Uatolari	Helper	Installation	2004
18	IT	Belun	Data entry operator	Entry data	2006
19	IT	TIDS	IT Maintenance	IT Maintenance	2007
20	Electronics	Newtown Enterprise	Mechanic	Installation AC/Electric equip	2004
21	Electronics	SOLO Workshop	Welder	Welding	2006
22	Electronics	KNK n CCYCF	Technician	Repair TV/Radio/VCD	2006
23	Electronics	Rikoh Company	Technician	Repair equip.	2006

Part III: Conclusion

- ***Recommendations***

1. There is a high level of graduates (50%) currently stated as unemployed. ETDA strongly recommends increasing training programs to prepare graduates to find jobs or build their own business. Training programs such as Job Search Skills should be offered to each graduate at the end of their final year of school. ETDA recommends for each Technical School to explore the job search training that ETDA Training Centre is currently running for unemployed persons. The course covers important skills such as Interpreting Job descriptions, Writing a CV, Writing an application letter, Interview Techniques and Where to look for work. As for training on building your own business, ETDA recommends for each Technical School to explore courses run by Insituto de Apoio ao Desenvolvimento Empresial (IADE) Government Agencies from the Ministry of Economy & Development who specializes in Small Business Enterprises.

2. Many participants complained of lack of information in accessing employment opportunities. ETDA recommends each Technical School to build direct links with existing Employment and Training Centres in Timor-Leste so that the graduates are able to have access to job vacancies.

3. Participants commented on the need to create a central registration of qualified people. ETDA recommends for existing Employment and Training Centres, to create a special database system for qualified graduates from Technical and Training Centres and make it available to potential employers.

4. Many participants commented on the need to upgrade the teachers' level of teaching so that they can become more professional in their training. ETDA recommends training and information workshops on teaching methodologies, curriculum development for Technical Schools teachers.

5. Both Technical Schools need to improve their facilities particularly the Becora Technical School. Introducing Internet facilities will help to link the Schools with relevant organization in employment opportunities.

6. ETDA strongly recommends the Government to create a mechanism to certify the certificates of graduates in Technical schools.

7. ETDA recommends the Government to review its current tender contract on the recruitment of Timorese by introducing an Apprenticeship Recruitment Centre, where companies must recruit a certain number of graduates and offer them work-experience for a period of 6 months-12 months.

8. ETDA recommends for each Technical School to build links with Private Sector related to their couse curriculum by inviting them as Special Guess Speakers on a bi-monthly basis and address the final year students of what employers are looking for when they want to hire somebody.

9. ETDA recommends for each Technical School to run consultation sessions with Private Sector when it comes to develop or upgrade course curriculum so that the curriculum is responsive to the labor market's demand.

10. ETDA recommends for the Government to review the course curriculum in Technical Schools so that it is responsive to the latest suitable technology to Timor-Leste.

and finally

11. ETDA recommends for each Technical School to read *Baseline Study July 2006***:** produced by the Government, previously under the Ministry of Labour and Community Reinsertation as it provides information on training skills required by Employers in Timor-Leste.

- Participants' Commentary

A few questions were asked at the end of the survey from the participants to mark comments and opinions regarding their thoughts on what they should do regarding technical schools, what their opinion is on being a technical student, what kind of support do graduates need to find employment, what should the government do, what should the private sector do, and what should NGOs do. There were also a few lines for general comments. The results were several pages of comments, the majority of which was the lack of information regarding job vacancies. Many stated that the Government need to create job opportunities through government apprenticeship schemes and also provide them opportunities to further their studies overseas, mainly in Indonesia Techincial Schools due to the language skills. Many participants asked for financial support to buy equipment so that they could start their own businesses. Below are a few comments from participants of both the Fatumaca and Becora Technical School.

What kind of support do graduates need to find employment?

We need training on Job Search Skills
We need information on job availability – wider access to jobs vacancies
We need a central registration to register qualified people
We need the Government to create jobs through government contracts, making a condition to employ Timorese technicals as part of the contract

We need a central registration to register qualified people

Graduates asks support for Technical Schools from:

Government

We need the Government to create training programs along with Technical Schools to prepare us before we enter the job market
We need the Government to work together with the Technical schools of Becora, Tibar and Comoro
The Government should organise information sessions on the labour market at least twice a year with the Technical Schools.
Goverment needs to open more technical schools in all the districts because it is very important for the development of the nation Timor-Leste

We feel that technical schools need to increase its quality of teaching

Non–Government Organizations

We need NGOs to work with Technical Schools by providing training, courses and workshops to help us find jobs or establish our own business

Graduates opinion on Technical Schools

We feel that technical schools in Timor-Leste do not meet the needs of the country, therefore the quality of teaching needs to increase to replace the old ones (better teachers, communication, curriculum etc.)

… the quality of teaching needs to increase to replace the old ones

We feel technical schools urgently need financial support from the Government and NGOs to update training equipments
We feel Technical Schools need to increase the level of education of its teachers
We feel that Technical schools is good and important to help timorese be independent in the future

Ways to help technical schools in Timor-Leste

The facilities need to be fully equiped
The trainers need to be professional
The technical schools need to have its own curriculum
Technical schools need to have accreditation
The students need more training and work-experience
Establish better communication system with the private sector for job vacancies

Technical schools need to have accreditation

Link with other institutions to work places

We need technical schools to have a strong link with other institutions such as Government, NGOs and Private Sector to give oportunities for graduates to have work-experience and job placements
We need to have training and work-experience in other instituitions so that we can practice our skills
We need to improve communication between technical schools and other institutions

Graduates asks support in employment opportunities

From the Government

We know the Government is the biggest employer, and we believe the Government can create jobs through Government tender contracts
We want the Government to create a system such as aprenticeship scheme in order to certify our certificate
To create jobs the Government needs to bring investors in so they can provide job opportunities for us
Government needs to create information centres so we can have access to job vacancies
Government should provide apprenticeship schemes

We believe the government can create jobs through government tender contracts

From the Private Sector

Private Sector need to be involved in human resources development/capacity building
Private Sector can help graduates by providing work-experience in their company
Private Sector must have a fair recruitment process so everyone can have the same employment opportunities

Private Sector must have a fair recruitment process so everyone can have the same employment opportunities

Non-Government organizations

NGOs needs to create special jobs by providing work-experience for graduates

NGOs must give opportunity and trust the graduates who have the capacity and adequate skills to work instead of recruiting foreigners

We want NGOs to open Training and Employment Centres in all districts so that we can receive information about job vacancies

Other comments

We ask the Government to recognise and approve our course certificate to help us find jobs

If I am a welder, I need to practice my skills for at least a year so that I can have my certificate certified.

If I am welder, I need to practice my skills for at least a year so that I can have my certificate certified.

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- Photos


STM Fatumaca -working


STM Fatumaca Mechanics Workshop


STM Fatumaca Carpentry Workshop


Becora Electrician Workshop


Becora Mechanics Workshop


Fatumaca Carpentry Products


Becora Electronics Workshop


Becora Carpentry Workshop


Becora Information Technology Workshop


Interviewing graduates in Baucau


Baucau Survey Workshop, 14 Nov 07


Interview with Director of STM Fatumaca


USAID-SGP and ETDA staff, Dili Survey workshop, 8 Nov 07


Over 215 graduates participated the Dili Survey Workshop


Graduate asking questions regarding the survey

Part IV: Appendices

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Fatumaca Technical School
Breakdown details of graduates upon completion of studies

Tinan Remata/ Estajiu	Total	No	Naran no fatin estajiu	Tempu estajiu	Halo saida	Pozisaun
2004	**1**	1		-	-	-
2005	**1**	1	Missaun Uailili	Fulan 4	Instalasaun	Staff
2006	**10**	1	IT – RTTL	Fulan 1	Networking instalasaun	Teknisi
		2	EDTL – Caicoli	Fulan 3	Instalasaun	Teknisi
		3	MTRC	Fulan 4	Atendementu ba kliente	Formand u
		4	EDTL – Baucau	Fuflan 3	Check instalasaun	Teknisi
		5	Uailili	Fulan 1	Instalasaun	Staff
		6	STM Fatumaca	Fulan 3	Solda	Teknisi
		7	Hospital Baucau	Fulan 3	Ateru rai	Trabalha dor
		8	A1 Service	Fulan 7	Auto mekanik	Aprendiz
		9	Asrama Salesiano Uailili	Fulan 3	Instalasaun	Teknisi
		10	-	-	-	-

Tinan remata/ Serbisu	Total	No	Naran no fatin Emprezariu	Durasaun serbisu	Halo saida	Pozisaun
2004	**9**	1	Don Bosco Lospalos	Tinan 2	Carpinters	Chefe Officina
		2	Aeroportu Comoro	Tinan 2	Manutensaun	Assistant Teknik
		3	Gartil	Tinan 1	Kontrucsaun	Carpinter
		4	SMUK Baucau	Fulan 2	Instalasaun	Mandor
		5	CV Uaimori	Fulan 2	Solda	Staff
		6	EPS Don Bosco Fuiloro	Tinan 3	Hanorin	Mestre
		7	EDTL Lospalos	Tinan 3	Instalasaun	Teknik
		8	EDTL Aileu	Fulan 3	Instalasaun	Teknik
		9	Instalsaun Projectu	Fulan 2	Instalasaun	Staff
2005	**3**	1	Bengkel Auto Tilosa	Fulan 6	Intalasaun	Mekanik
		2	Fulteogil pty.Ltd	Tinan 1	Building	Supervisor
		3	Palacio das Çinzas	Fulan 3	Driver	Driver
2006	**11**	1	Instalasaun Santa Cruz	Fulan 4	Instalasaun	Staff
		2	Paroqia Laga	Fulan 9	Instalasau audio	Secretaris
		3	Don Bosco Fuiloro	Fulan 9	Hadia sasan nebe at	Teknisi
		4	CCS Systems	Tinan 1	Instalasaun	Teknisi
		5	Don Bosco Fuiloro	Fulan 9	Halo kadeira no sst	Carpinter
		6	Don Bosco Fuiloro	Fulan 9	Halo kadeira no sst	Carpinter
		7	Offisina Mechanical	Fulan 3	Solda no Bubut	Elementu
		8	Rocky Contruction	Fulan 6	Solda	Tekniku
		9	Mobiliario planato de Baucau	Fulan 6		Carpinter
		10	Tam Electronic	Fulan 2	Instalasaun,reparas aun	Tekniku
		11	Officina Don Bosco Fatumaca	Tinan 3	Hanorin Pratica	Treinador

Tinan Remata/ Universidade	Total	No	Naran no fatin Universidade	Sa Tinan	Titilu Kursu	Nivel Kursu	Remata Eskola
2004	**22**	1	UNTL	2004	Elektro	Diploma	Lae
		2	UNTL	2004	Civil Engeneer	Diploma	Lae
		3	UNTL	2004	Civil Enegeneer	Diploma	Lae
		4	ISTA / Indonesia	2004	Teknik Elektro	S1	Lae
		5	Institut Sains & Teknologi AKPRIND	2007	Menhanical	S1	Lae
		6	Institut Teknologi nasional Malang	2004	Mechanical	S1	Lae
		7	Institut Teknologo Nasional Malang	2004		S1`	Lae
		8	UNTL	2004	Elektro	Diploma	Lae
		9	UNTL	2004	Mechanic	Diploma	Lae
		10	UNTL	2004	Elektro	Diploma	Lae
		11	UNTL	2004	Elektro	Diploma	Lae
		12	UNTL	2004	Civil Engeneer	Diploma	Lae
		13	UNTL	2004		Diploma	Lae
		14	UNTL	2004	Mechanic	Diploma	Lae
		15	Akademi Komputer Manajemen	2004	Motorija IT, Finance	Diploma	Lae
		16	DIT	2004		S1	Lae
		17	UNTL	2005	Elektro	Diploma	Lae
		18	UNTL	2004	Elektro	Diploma	Lae
		19	UNTL	2004	Elektro	Diploma	Lae
		20	UNTL	2004	Civil Engeneer	Diploma	Lae
		21	UNTL	2005	Elektro	Diploma	Lae
		22	UNTL	2004	RAB	Diploma	Lae
2005	**18**	1	UNTL	2005	Teknik mesin	Diploma	Lae
		2	UNTL	2005	Elektro	Diploma	Lae
		3	UNTL	2005	Elektro	Diploma	Lae
		4	UNTL	2005	Elektro	Diploma	Lae
		5	UNTL	2005	Elektro	Diploma	Lae
		6	UNTL	2005	Elektro	Doploma	Lae
		7	UNTL	2004	Elektro	Diploma	Lae
		8	UNTL	2006	Mekhanic	Diploma	Lae
		9	UNTL	2005	Elektro	Diploma	Lae
		10	UNTL	2005	Mechanic	Dploma	Lae
		11	UNTL	2005	Elektro	Diploma	Lae
		12	UNTL	2005	Mechanic	Diploma	Lae
		13	UNTL	2005	Mechanic	Diploma	Lae
		14	UNTL	2005	Civil Engeneer	Diploma	Lae
		15	DIT	2005	Civil Engener	S1	Lae
		16	UNTL	2005	Mechanica	Diploma	Lae
		17	UNTL	2005	Elektro	Diploma	Lae
		18	UNTL	2005	Mechanic	Diploma	Lae
2006	**5**	1	UNTL	2006	Mechanic	Diploma	Lae
		2	UNPAZ	2007	Industri	S1	Lae
		3	UNTL	2006	Civil Engeneer	Diploma	Lae
		4	UNTL	2007	Elektro	Diploma	Lae
		5	UNPAZ	2006	Arsitek	S1	Lae

Becora Technical School

Breakdown details of graduates' status upon completion of studies

Tinan Remata / Estajiu	Total	No	Naran no fatin Estajiu	Tempu Estajiu	Halo saida	Pozisaun
2004	**2**	1	Culuhun Workshop Tiles	Tinan 2	Solda Besi	Team Lider
		2	EDTL Manauto	Fulan 1	Instalasaun	Teknisi
2005	**3**	1	Perumnas	Tinan 1	Hanorin	Mestre
		2	Belun - Farol	Fulan 1	Praica teoria	Estajiu
		3	Bengkel Costa motor	Fulan 2	Service mesin	Mekanik
2006	**8**	1	IADE	Fulan 3	Assistant Finance	Finance
		2	Ericsan	Fulan 1	Cat papan	Voluntario
		3	Penta Ocean	Fulan 3	Instalasaun	Helepers
		4	Fundasaun Klibur	Tinan 1	Operasaun de Elektisidade	Volunter
		5	CNEFP	Fulan 6	Pratika	Formando
		6	Prima Store	Fulan 3	Hadia sasan at	Staff
		7	Timor IAD	Fulan 4	IT Training	Assistant
		8	CNEFP	Fulan 6	Instalasaun	Formando

Tinan Remata/ Serbisu	**Total**	**No**	**Naran no fatin Emprezariu**	**Durasaun Serbisu**	**Halo Saida**	**Pozisaun**
2004	**8**	1	QSI Internasional School	Tinan 1	Assistant Teacher	Staff
		2	Belak Fuels Pty.Ltd	Tinan 1		Admin Staff
		3	Caritas	Tinan 1	Contrucsaun	Teknik
		4	IOM	Fulan 6		Emergencia
		5	Dili Car Rental	Fulan 6	Mekanik	Conductor
		6	Lucky Star	Tinan 2	Instalasaun	Mekaniku
		7	Royal Elektronik	Tinan 1	Koko tv,vcd no sst	Staff
		8	Dragon Service	Tinan 2	Tornu	Mekaniku
2005	**3**	1	UNOL	Tinan 1	Administrasaun	Language Assistant
		2	Solo W. Culuhun	Tinan 2	Solda besi	Mekaniku
		3	Hospital Maliana	Fulan 1	Instalasaun	Teknisi
2006	**8**	1	Lindia fhoto digital	Fulan 6	Operator komputer	Staff
		2	Rocky Contruction officina	Fulan 6	Las no aprende kareta	Mekaniku
		3	Nuntimu Io.Lda	Fulan 3	Contrucsaun	Supervisor
		4	C.CT	Tinan 2	Contola makina	Tekniku
		5	Auto Tilosa	Fulan 2	Mekanik	Ajudante
		6	PDHJ	Fulan 9	Antar surat	Mensegeiro
		7	The Fronteirs	Tinan 2	Fo eskola Paz	Mestre
		8	UNMIT	Tinan 1	Hadida photo copy machine	Teknisi

Tinan Remata/ Universi	**total**	**No**	**Naran no fatin Universidade**	**Sa Tinan**	**Titlu Kursu**	**Nivel Kursu**	**Remaka Eskola**
2004	**19**	1	UNTL	2005	Mechanic	Diploma	Lae
		2	UNTL	2005	Civil Engeneer	Diploma	Lae
		3	UNTL	2004	Mechanic	Diploma	Lae
		4	UNTL	2004	Mechanic	Diploma	Lae
		5	UNTL	2004	Electronic	Diploma	Lae
		6	UNTL	2004	Mechanic	Diploma	Lae
		7	UNTL	2004	Electronic	Dipoma	Lae
		8	UNTL	2004	Electronic	Diploma	Lae
		9	UNTL	2005	Mechanic	Diploma	Lae
		10	UNTL	2004	Mechanic	Diploma	Lae
		11	UNTL	2005	Mechanic	Diploma	Lae
		12	UNTL	2007	Mechanic	Diploma	Lae
		13	UNTL	2005	Mechanic	Diploma	Lae
		14	UNTL	2004	Mechani	Diploma	Lae
		15	UNPAZ	2005	Industri	S1	Lae

		16	UNTL	2004	Civil Engeneer	Dipoma	Lae
		17	IOB	2004	Civil Engeneer	Diploma	Lae
		18	UNTL	2004	Electronic	Diploma	Lae
		19	UNTL	2004	Mechanic	Diploma	Lae
2005	**21**	1	UNTL	2005	Civil Engeneer	Diploma	Lae
		2	UNTL	2006	Lingua Portuguesa	S1	Lae
		3	UNTL	2005	Mechanica	Diploma	Lae
		4	UNPAZ	2007	Industri	S1	Lae
		5	SMIK Yogjakarta	2005	IT	S1	Lae
		6	DIT	2005	Computer Science	Diploma	Lae
		7	UNTL	2006	Civil Engeneer	Diploma	Lae
		8	UNTL	2005	Electronic	Diploma	Lae
		9	UNTL	2006	Mechanic	Diploma	Lae
		10	UNTL	2005	Civil Engeneer	Diploma	Lae
		11	UNTL	2005	Mechanica	Dilpoma	Lae
		12	DIT	2005	Computer Science	S1	Lae
		13	UNTL	2005	Ciencia Agraria	S1	Lae
		14	UNPAZ	2005	Architecture	S1	Lae
		15	UNTL	2005	Civil Engeneer	Diploma	Lae
		16	UNTL	2006	Electronic	Diploma	Lae
		17	UNTL	2005	Civil Engeneer	Dilpoma	Lae
		18	UNTL	2006	Civil Engeneer	Diploma	Lae
		19	UNTL	2007	Matematica	S1	Lae
		20	UNTL	2006	Mechanic	Diploma	Lae
		21	UNTL	2005	Mechanic	Diploma	Lae
2006	**22**	1	UNTL	2007	Mechanic	Diploma	lae
		2	UNTL	2007	Mechanic	Diploma	Lae
		3	UNTL	2006	Electronic	Diploma	Lae
		4	UNTL	2006	Electronic	Diploma	Lae
		5	UNTL	2007	Mechanic	Diploma	Lae
		6	UNTL	2006	Civil Engeneer	Diploma	Lae
		7	UNTL	2006	Civil Engeneer	Diploma	Lae
		8	UNTL	2006	Civil Engeneer	Diploma	Lae
		9	UNTL	2006	Civil Engeneer	Diploma	Lae
		10	UNPAZ	2007	Architecture	S1	Lae
		11	UNTL	2006	Mechanic	Diploma	Lae
		12	IPOEC	2007	Informatica	Diploma	Lae
		13	UNTL	2007	Mechanic	Diploma	Lae
		14	UNTL	2006	Mechanic	Diploma	Lae
		15	UNTL	2006	Civil Engeneer	Diploma	Lae
		16	UNTL	2007	Mechanic	Diploma	Lae
		17	UNTL	2006	Mechanic	Diploma	Lae
		18	UNTL	2007	Mechanic	Diploma	Lae
		19	UNTL	2007	Mechanic	Diploma	Lae
		20	UNTL	2007	Direitu	Diploma	Lae
		21	UNTL	2006	Mechanic	Diploma	Lae
		22	UNTL	2006	Electronic	Diploma	Lae