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Timor-Leste
Building Agribusiness
Capacity in East Timor
(BACET)



Cooperative Agreement 486-A-00-06-00011-00

Quarterly Report

October 1 – December 31, 2009

Submitted to:

**USAID/Timor-Leste
Dili, East Timor
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**BUILDING AGRIBUSINESS CAPACITY IN EAST TIMOR
USAID CA# 486-A-00-06-00011-00**

Quarterly Report
October – December, 2009

Name of Project: Building Agribusiness Capacity in East Timor
Locations: Fuiloro, Lautem District
Maliana, Bobonaro District
Natarbora, Manatutu District

Dates of project: September 22, 2006 – September 30, 2011

Total estimated federal funding: \$6,000,000

Total federal funding obligated: \$5,300,000

Total project funds spent to December 31, 2009: \$4,267,212

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Summary: BACET directly contributes to USAID/Timor-Leste's agriculture and workforce development strategies for economic growth. Though categorized as a capacity building and workforce development activity, many of the key activities of BACET have included infrastructure improvements, which are longer-term in nature. Similarly, teacher training and changed teaching methods have long-term impact.

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1. Executive Summary

Begin Third Program Year

The 2009/2010 academic year, which began in November 2009, is the third year for implementation of the BACET program. Each academic year the BACET curriculum and the program implementation strategy have been refined, targeting a transition of the agribusiness program to the Ministry of Agriculture and Fisheries (MAP). From Year 1 to Year 2 major changes were implemented, such that MAP employed all the teachers to implement BACET, and the curriculum was completely adjusted to be more closely aligned with the capacity



BACET students in Maliana cheer the start of the 2009/2010 BACET Program

of students to learn and the capacity of teachers to teach the topics. Teachers received training in student-centered teaching methods. And students participated in a work experience internship. As output, a BACET curriculum framework was produced, providing a general outline of the required courses and subject matter. From Year 2 to Year 3, BACET will emphasize improvements to the teaching process. Students will be

challenged to demonstrate running a business, and teachers will be challenged to mentor and advise

students in their area of specialization. And MAP will be challenged to demonstrate that it will fund and administer the specialty agribusiness training program. As output, Land O'Lakes will produce a standardized syllabus laying out the concepts and principles to be taught and providing guidance on introducing and teaching the topics.

Curriculum Refinement \ Teacher Support

To strengthen implementation of the BACET program, Land O'Lakes emphasizes curriculum development and teacher capacity building support. Land O'Lakes contracted with an international education specialist with regional experience



Kate Cookson, Teaching Advisor plans a class session with Matias Barreto, Mechanics Teacher, Maliana ETA

and language skills to mentor teachers. During the past three months, the specialist met with all BACET teachers to: (i) discuss the existing curriculum framework; (ii) review teaching materials; and (iii) incorporate teachers' ideas and resources to create a more detailed 'fleshed out' curriculum. Working together with individual subject teachers, Land O'Lakes facilitated the development of weekly teaching plans that detail both teaching and learning objectives as well as classroom activities.

To ensure a practical focus on agribusiness, a new element was written into the course that enables the students to run their own business throughout the duration of the program. This enhances key skills such as financial management, forward planning, problem solving and decision making, as well as product and market identification.

Business Plan Competition

In October 2009, BACET completed its inaugural Business Plan Competition to promote entrepreneurship and demonstrate commercial agriculture opportunities in Timor-Leste. The contest was open to all 2008 and 2009 graduates of the BACET Program, and 10 applications were received representing 85 aspiring farmers in production groups or individual entrepreneurs. Three agricultural enterprises each received \$500 as start-up capital based on the evaluation of formal business plans. The funding was provided from resources contributed by Prosperity Worldwide, a nonprofit organization that enhances Land O'Lakes International Development initiatives by providing complementary financial resources. The winning businesses ideas include fresh vegetable production and marketing in Oe'cusse, local chicken production and marketing in Bobanaro, and agricultural production and input services in Viqueque. Land O'Lakes BACET will continue to provide technical production, financial, and marketing advice.

Piloting New Activity – Agribusiness Training for Agriculture Extension

The goal of the BACET program is to promote economic growth and alleviate poverty by strengthening Timor-Leste's agricultural economy through increased agribusiness training. To achieve this goal, Land O'Lakes will pilot a series of trainings targeting groups of community agriculture extension workers as a collaborative between the MAP Directorates for agriculture education and agriculture extension. The training will apply components of the BACET curriculum and continue to target young agriculture professionals. The objective of this agribusiness training activity is to increase the knowledge of agriculture extension workers about agricultural business, including farmer entrepreneurship, agricultural marketing, value chains, and management. The training will be held at Natarbora ETA.

Challenges – Enrollment, Computer Laboratory Maintenance

Low Enrollment: The BACET program has a unique targeted beneficiary in that to be eligible to participate people must be young and have already graduated from an agricultural high school. The recruitment for the 2009/2010 program year was difficult due to the changed academic calendar (to a January-December year) and new opportunities for youth production groups to receive support. This resulted in the BACET program being under-subscribed and under-enrolled. Enrollment at Maliana ETA is 80 percent of target and at Fuiloro it is 36 percent of target. And at Natarbora, Land O'Lakes deferred the traditional program due to the low enrollment and is piloting the extension training instead. Feedback from prospective BACET students indicates that they are waiting for entrance exam results and announcements from the National University of Timor-Leste (UNTL) (due in January 2010). Moreover, MAP and school directors believe that it is possible to accept additional students in January without compromising the education process and detracting from other students' experience.

In response to the low subscription rate, Land O'Lakes assessed a number of options and discussed the challenges with USAID and MAP. USAID's input was required because the basic target of number of people participating in workforce development training will not be achieved based on the current BACET enrollment figures. The solution is to extend the enrollment timeframe to account for the changed calendar and to pilot extension training that will leverage the infrastructure, curriculum, and facility improvements that BACET funded at each school.

Computer Laboratory Maintenance: The BACET program installed and maintains over 50 computers and three VSAT Internet sites for the schools. Due to the harsh operating environment, vastly irregular electrical service, and general wear from usage at the rural school sites, the useful life of the computer equipment is being challenged. Computer equipment installed two years ago requires recurring maintenance and replacement of power supply components. In response to this challenge, Land O'Lakes will begin a process of computer replacement and improvements. This incremental investment in technology and technical service had not been factored into BACET activities. In addition, Land O'Lakes will discuss the requirement for future maintenance with MAP such that skills and service needs can be budgeted for and scheduled as part of the administrative transition.

Performance Data Table – Dec. 2009			
Performance Indicator	FY10 Target	FY10 Actual	Comment
Workforce Development Impacts			
Number of agribusiness training program facilities fully operational.	3	2	Programs in Maliana and Fuiloro opened in mid-November. The Natarbora program was delayed to low enrollment. A pilot training program targeting extension workers will begin in 2010 calendar year.
Number of person participating in USG-funded workforce development programs.	165	61	Program Year Indicator: 82 students were recruited and enrolled, but there were high percentage of "no-shows" and people withdrawing from the program. Of the 13 students registered for Natarbora, only 2 arrived at Fuiloro after it was announced that Natarbora BACET students had to transfer to Fuiloro. In Maliana, 43 of the 52 students registered are now enrolled in the program. Due to the fact that the program start date has been continuously pushed back, a number of students have joined the program despite not initially registering before November. (Student Count December 2009: 43 Maliana, 18 Fuiloro)
Female	50	18	
Male	115	43	
Number of persons completing USG-funded workforce development programs.	150	TBD	Program Year-End Indicator.
Female	45	-	
Male	105	-	
Number of people gaining employment or better employment as a result of participation in USG-funded workforce development programs.	75	96	Cumulative Indicator: Report represents employment results for FY08 and FY09 graduates (from a total of 233 graduates). Employment includes membership in production/marketing group and work for family farm, as well as professional employment. The status of graduates is updated quarterly via available communication channels.
Female	23	28	
Male	52	68	

Performance Indicator	FY10 Target	FY10 Actual	Comment
Number of people transitioning to further education and training as a result of participation in USG--funded workforce development programs.	10	51	Cumulative Indicator: Report represents results for FY08 and FY09 graduates (from a total of 233 graduates). Results include on-going education at University and continuing professional development courses. The status of graduates is updated quarterly via available communication channels.
Female	3	17	
Male	7	34	
Number of Graduate placement centers established.	3	1	Placement services are being offered to FY08 and FY09 graduates at BACET's office in Dili. Job skills training is offered to BACET students during their course and these activities are available to others at schools.
Number of clients/users of placement services.	100	7	Dedicated computers are available for BACET graduates at the Land O'Lakes offices in Dili to help with online job searching and to provide assistance with their CV and cover letter. Thus far 7 students have used these facilities on 18 different occasions
Percent change\gains in annual employment rates for program graduates.	25%	41%	9 graduates (7%) from FY08 were reported as employed in Oct-2008, shortly after completion. For 2008 graduates, 1.5-years later, this number is now 71 (59%). For 2009 graduates, 25 graduates (23% 5 months after completion) report productive work and/or professional employment. This definition includes family farming, group production, and professional jobs. The combined total is 41% engaged in productive livelihoods.
Number of course curricula reviewed, updated, and published.	6	6	All six courses of Livestock Production, Horticulture, Agric-Mechanics, English, Computers/IT, and Agri-Business were reviewed in 2009 in a series of facilitated workshops involving teachers, teaching assistants, and the BACET Education team. Each subject teacher meets with an education specialist to build a detailed syllabus for their course.

Performance Indicator	FY10 Target	FY10 Actual	Comment
Number of teacher and education staff trained in teaching methodology.	30	14	International Education Specialists have been working with the 14 teachers in Maliana and Fuloro to assist them in teaching the program objectives. One of the FY10 program objectives is to make the BACET program more business focused which involves redesigning the curriculum and teaching methods. Teachers are mentored to at schools to improve teaching methods.
Female	3	2	
Male	27	12	
Number of teachers adopting student-centered teaching methods.	15	7	Teaching methods are monitored and evaluated via survey and observation. The two females have been the most successful at adopting student-centered teaching methods. (One female instructor is an Assistant Teacher.)
Female	2	2	
Male	13	5	
Number of people completing school management or leadership training.	5	--	TBD – Land O'Lakes has placed a volunteer advisor at Maliana ETA to work with the school director; provide English language and support to all teachers; and to monitor English language course instruction for BACET students.
Number of new or improved school management or administrative practices applied.	4	--	TBD – See above.
Number of student housing beds added at schools.	--	--	This is a 2008 indicator, for which the total exceeded the target by 30% (204 beds were added by BACET compared to the target of 164). No incremental activity planned in 2009.
Number of computer lab and communication facilities on-line.	3	5	Two additional computing facilities active in Dom Bosco Fuloro, which receive IT support from BACET.

Performance Indicator	FY10 Target	FY10 Actual	Comment
Number of computer workstations available to students and teachers.	45	75	A Land O'Lakes IT professional maintains computer labs at 3 schools. Female students in Fuiloro now have access to computers at the Salesian Sisters residence and school. The Sisters received a grant of laptops from a Spanish charity. Fuiloro Dom Bosco also maintains a computer lab for the general high school, which is available to BACET students.
Enterprise Creation and Strengthening Indicators			
Number of business enterprises established and operating at schools.	3	2	Fuiloro school egg production and Maliana school canteen. Pig production and dairy production at Fuiloro are not yet commercial.
Number of business enterprises established and operating in communities.	5	4	HADER community-based producer group and 3 newly created producer groups supported by Land O'Lakes through the business plan competition.
Dollar value of annual gross sales for all enterprises assisted.	\$5,000	\$14,788	Don Bosco Fuiloro egg sales \$167/day at 80 days (\$13,360). HADER group income \$300/month at 3 months (\$900). HAMALO group income \$0. LAHO group income \$178 betel and vegetable sales, Tane group income \$350 betel nut sales.
Number of community participants (excluding students) attending training.	30	15	LAHO group in Oecusse completed training in financial bookkeeping.
Female	9	6	
Male	21	9	
Number of rural families benefiting from school- or student-led training.	60	--	TBD
Number of trained individuals adopting new technologies and management or agricultural practices.	15	15	Oecusse production group initiated financial management practices resulting from training.

Performance Indicator	FY10 Target	FY10 Actual	Comment
Number of cooperative business assisted.	6	4	Four production groups in Viqueque (1), Natabora (1), Maliana (1), Oecuese (1).
Number of members of cooperative businesses assisted.	30	35	Production groups in Maliana (6), Natarbora (7), Oecusse (21), Viqueque (1).
Dollar value of annual gross sales for cooperatives assisted.	\$6,000	\$1,428	Cumulative Fiscal Year Indicator: Quarterly results shown. Co-op/producer group income is subset of the value for all enterprises assisted.

2. Activities

2.1 Improve the BACET Curriculum

A leading objective for BACET is to mainstream agribusiness learning-by-doing practices into the current agricultural education program at the MAP technical agricultural high schools. Land O'Lakes advisors assessed the curriculum at the conclusion of the 2007/2008 and again at start of the 2008/2009 program year. These reviews indicate that delivery of the practical, hands-on, education was challenged by the teaching methodology. Based on this information during the 2008/2009 academic year, Land O'Lakes completed training to improve the method of delivery, to add structure to individual lesson planning, and to change to the syllabus. With teachers input and support, the recommended course curricula reduced the emphasis on theory and incorporated practical, hands-on lessons that were linked from course to course and the core business. A curriculum framework was prepared and will be updated for the 2009/2010 school year. Course curriculum outlines were compiled, prepared, and discussed for all six courses.

To continue support for BACET implementation at the college level and to ensure that teachers have the appropriate skills and resources which enable them to deliver good quality lessons, the following further support needs have been identified.

- Course guides need to be developed, which should include materials relevant to each specific lesson. It would be beneficial to adapt the course guides for the students, in order that they have the same printed material and activities as the teacher.
- Monitoring and review of the use of the new weekly planning sheets, through lesson observation, discussion and planning with teachers.
- Provide support for teachers in lesson planning and teaching methodology to promote more active and investigatory learning.
- Support teachers to make links with community groups and local NGOs for sharing ideas and training.

To address slow progress on English advancement shown by BACET students during the first two years of the program implementation, for the 2009/2010 academic year Land O'Lakes has issued fixed obligation sub-grant to SOLS 24/7 a non-governmental organization that is noted in Timor-Leste for its success in delivery English language and self-confidence\leadership training to rural youth. SOLS will design a revised version of its life skills and English curriculum, adapting its methodology specifically for youth attending vocational agriculture high schools and learning about agricultural business. The adaptation and teaching of the SOLS curriculum will link with other BACET courses and agricultural business training methods. Agricultural terms will be emphasized as part of the learning objectives.

<i>Indicator</i>	<i>Target</i>	<i>Achieved</i>	<i>Comment</i>
Number of course curricula reviewed, updated, and published.	6	6	<p>Detailed syllabi are being prepared for each course. Support is provided by international education advisor who is facilitating input from each teacher.</p> <p>A new curriculum component for student-led learning in business has been introduced.</p>
Number of teacher and education staff trained in teaching methodology	30	14	<p>Land O'Lakes education team mentors teachers in delivery methods and understanding of the curriculum requirements.</p> <p>All teachers at Maliana school have access to English language training provided international volunteer.</p>
The number of teachers adopting student centered teaching methods	15	7	<p>Teachers are slow to change their teaching methods.</p> <p>Many if not all MAP teachers lack formal training in pedagogy.</p> <p>Land O'Lakes education team is mentoring teachers and updating school directors of progress and challenges.</p>

2.2 Coordinate Agribusiness Education Program

A second objective for BACET is for Land O'Lakes to manage the education program in close partnership with MAP and to transfer administration of the program completely by 2011. The schools are administered by the MAP National Directorate for Agricultural Education and Training. Beginning with the 2008/2009 program, Land O'Lakes has emphasized MAP "ownership" of the BACET program. Land O'Lakes redefined its role to advise, train, and facilitate the teachers, school administrators. MAP employs and supervises teachers. School directors are responsible for oversight of the delivery of curriculum and student participation.

Recruitment. The recruitment for the 2009/2010 program year was difficult due to the changed academic calendar (to a January-December year, from October-August) and new opportunities for youth production groups to receive support. This resulted in the BACET program being under-subscribed and under-enrolled.

1. The Ministry of Education changed the school year calendar such that all MED schools, including the National University begin in January 2010 instead of October, which has been the standard practice. In contrast, the MAP schools began the school year in November to follow the standard crop season, which is linked to the rainy season. Because BACET is linked to the MAP schools the BACET calendar was adjusted. Now, due in part to confusion, MAP indicates that it plans to adopt the new academic calendar, beginning in January and ending in November. BACET will adapt accordingly, but as of January an official school start date was not published.
2. The GTZ youth productive engagement program has expanded from a pilot (3 groups) in Natarbora and is actively engaging youth-led agricultural production groups across the country. The GTZ program also primarily targets graduates of technical agricultural high schools and offers significant financial, technical, and in-kind support for groups to organize. This opportunity for youth has drawn participants away from BACET. Still it is positive opportunity for graduates of BACET because graduates who form production may qualify for support from GTZ. As of December 2009, four groups led by BACET graduates have been accepted into the GTZ program.

After consulting USAID and MAP, Land O'Lakes agreed to implement at only Fuiloro and Maliana schools. Students who had applied for Natarbora were requested to transfer to Fuiloro, but only four students transferred and are attending at Fuiloro. In addition, Land O'Lakes will pilot a series of trainings targeting groups of community agriculture extension workers as a collaborative between the MAP Directorates for agriculture education and agriculture extension.

Orientation. Orientation for incoming BACET students at Fuiloro and Maliana school was an exciting event. Upon arrival the students each received a welcome package that consisted of toiletry supplies, locally made woven baskets, BACET t-

shirts and agendas. The students then toured the school learning facilities, including mechanics work shop, dormitories, and classrooms. However, the highlight of orientation was playing "ice-breaker" activities in order for the students to get to know each other while learning about the goals of the BACET program. This was also a good opportunity for the students to better understand the BACET program's relationship between the Ministry of Agriculture, the



BACET students at Don Bosco Fuloro start the 2009/2010 BACET Program

schools, USAID and Land O'Lakes. Equipped with their welcome packages, a better understanding of the program's objectives and a familiarity with their new peers and school, the students were ready to start the school year.

Focal Point. Beginning with the 2009/2010 program year, each school has appointed teachers to serve as the BACET Focal Point. In Maliana the Focal Point rotates every two months, but in Fuloro one teacher will serve for the entire year. The Focal Point will (i) lead communication between school and Land O'Lakes; (ii) produce monthly reports on the progress of activities and submit the reports to MAP-DNFA, School Director, and Land O'Lakes; and (iii) discuss and communicate about the BACET Program at the school and to MAP. He\she will review teaching materials requests from teachers and secure approval from School Director. The Focal Point will work closely with the Land O'Lakes education and curriculum team to ensure that the BACET syllabus and teaching objectives are implemented according to the plan. The Focal Point also assists students and monitors student group business activities in the production and market opportunities, recording production and sales results, and controlling cash provided for the student business groups. This role is important step in the transition of BACET to MAP because it requires closer involvement of teachers. It also is a step to improve general communication between the schools and MAP headquarters. (See Annex A for copies of Focal Point reports produced only in Tetun language.)

Student Group Business. To ensure a practical focus on agribusiness, the 2009/2010 BACET program includes a course element that enables the students to run their own business throughout the duration of the program. The students will rotate work in four groups to manage four course elements and agribusiness functions. To support the implementation of the group rotation activities that are part of the BACET curriculum for agribusiness education, BACET will offer student groups money to fund inputs for the four central courses: Agribusiness, Livestock Production, Horticulture Production, and Mechanization. The student groups will plan, decide, manage, and coordinate the activities in each area. As part of the business training, the students will be responsible for accounting for the funds received and expensed, recording the basic bookkeeping, documenting expenses, and reporting to the group members. The teacher who serves as the BACET Focal

Point will hold the money in safekeeping and distribute the funds per the group's requests and plans. All payments will be made on the petty cash (imprest) system, which requires that all expenditures be documented prior to receiving the next disbursement.

Agribusiness and Communication Training for Extension. Land O'Lakes BACET will pilot a new training as collaborative between the MAP Directorates for agriculture education and agriculture extension. The training sessions will be delivered to 90 agricultural extension workers (3 groups of 30) employed by the MAP. The activity leverages the BACET agribusiness curriculum and helps to establish the school as centers for excellence agriculture education. The training activities in communications and agribusiness training will run parallel to build capacity in agribusiness management and appreciation for entrepreneurial farm production and marketing and to increase the knowledge of agriculture extension workers about communication techniques and to enhance their communication, facilitation, decision making and problem solving skills. As currently planned, the model for the training will involve a series of two-week sessions for 30 participants each session. Participants will be divided into two groups, one group will complete business training and the other will complete the communication training. The groups will then rotate and complete the parallel session in business or communication. Upon completion of the first session, the participants will be expected and challenged to apply the knowledge or tools in their communities as agricultural extension workers and then return for another week-long training session. In the follow-up training session, participants will be expected to share experiences, cases examples, and work together to solve problems or develop ideas for improved farming systems.

Infrastructure Improvements. Outputs include:

- Completion of rehabilitation of the Maliana Agri-mechanics workshop building.



Paulo Afonso, Director of Maliana ETA and Luis Caeiro, Director of Jencia Construction in front of the refurbished building.

- Commitments made for improvements at Don Bosco Fuiloro include:
 - Student clinic/"Sick Bay"
 - Student bed replacement
 - Student laundry area
 - Dairy roof and equipment installations
 - School and farm management information system
- Initiation improvement to BACET housing at Maliana
- Completion of construction of Maliana generator structure
- Purchase of generator replacement parts for Maliana

<i>Indicator</i>	<i>Target</i>	<i>Achieved</i>	<i>Comment</i>
Number of academic facilities fully operative.	3	2	Due to low enrollment, the base program is not implementing this program year in Natarbora. The pilot extension training program will begin in Natarbora in early 2010.
Number of people participating in USG-funded workforce development programs.	165	61	43 Maliana 18 Fuiloro 0 Natarbora (90 extension workers to begin training in 2010)
Number of people completing USG-funded workforce development programs	150	TBD	Participating students will complete training in agribusiness and participate work experience. The number of participants is expected to increase in 2010 by additional enrollment and the pilot program at Natarbora.
Number of people completing school management or leadership training.	5	0	An international volunteer is working full-time at Maliana school to assist school administration and oversee English

<i>Indicator</i>	<i>Target</i>	<i>Achieved</i>	<i>Comment</i>
			language program.
Number of new school management or administrative practices applied.	4	0	

2.3 Facilitate Enterprise Creation and Strengthening at Schools and Stakeholder Communities

There appears to be a shortage of entrepreneurial undertaking in the agriculture sector. Students and teachers tend to focus on the lack of resources and problems instead of looking for a business solution or seizing an opportunity to solve the production, transportation, or input supply problem and build a business or career by doing so. An objective of BACET is to educate students in market and business principles and encourage entrepreneurial activities, by involving community members and businesses and by facilitating students\graduates to start their own agri-business. This objective and the concepts for teaching methods and the curriculum are the backbone of the BACET program. The output of activities during the quarter included:

- Land O'Lakes awarded start-up funds to three groups based on the business plans they submitted as part of the BACRT Business Plan Competition introduced at the conclusion of the 2008/2009 academic year.
- Land O'Lakes contracted with an international agriculture advisor to (i) review the strategy for business and agriculture production at the three agriculture schools and (ii) to advise and monitor the agriculture production groups that won the BACET Business Plan completion. We have devised a plan to produce feed for livestock in Fuloro. Further analysis is necessary, however, in order to secure a steady supply of corn and rice bran. The markets for these inputs is currently very challenging as there is a high price for corn set by the Government and rice bran is in short supply (though there is no organized market). Opportunities were explored and recommendations presented at the schools in Maliana and Natarbora, but there has to be a organized structure, including incentives for MAP school management or teachers to mobilize and actively support recommended business activities.
- Land O'Lakes mobilized a volunteer agriculture advisor to assist in farm management at the Don Bosco Fuloro facility. Improvements have been made in animal health and nutrition compared to previous year. Further work is needed to ensure that feed supplies are sufficient. Plus investment in the dairy infrastructure and equipment must continue.
- Four production groups managed by BACET program graduates have been accepted into the Youth and Employment program implemented and funded by GTZ (German Technical Assistance). Participation in the GTZ program provides each group with approximately \$5,000 in-kind and cash support.
- Land O'Lakes delivered financial record-keeping training to one production group in Oecusse which was created by BACET graduates and received

award for its business plan. The financial training and financial reporting was a condition of the award.



- The agriculture production units at Don Bosco Fulgoro are progressing slowly. The poultry operation continues to be the only commercial scale egg production in Timor-Leste. Production of feeder pigs and fattening pigs for pork meat sales is now very positive. However, a market outlet for meat processing does not exist in the country. Dairy production of milk has improved but is challenged by two items: (1) lack of affordable feed and (2) improved technology for milk processing (pasteurization, handling and storage, etc.). [Photo, left, is Fulgoro Student milking cows.]

- A former BACET student started a food service business, Café Diak at the Maliana School, which is near ten kilometers from the nearest store. It is now possible for a visitor to get a cup of coffee or lunch at the school and the students and teachers have choices.



Financial training delivered to Hahu Aban Loron Ohin (LAHO) production group in Oecusse.

<i>Indicator</i>	<i>Target</i>	<i>Achieved</i>	<i>Comment</i>
Number of business enterprises established and operating at schools	3	2	Egg production at Fuloro provides approximately \$13,000 revenue to the community each month. A canteen was opened at Maliana by a former BACET. The food service has turn-over greater than \$100 per month.
Number of business enterprises established and operating in communities.	5	4	HADER, LAHO, Tane, HAMALO production groups.
Dollar value of annual gross sales for all enterprises assisted.	\$5,000	\$14,788	Quarterly Don Bosco Fuloro egg sales and revenue for four BACET Graduate production groups.
Number of community participants attending training.	30	15	Financial record-keeping training delivered to LAHO production group by finance manager from Land O'Lakes.
Number of rural families benefiting from school or student-led training.	60	--	Family beneficiaries to be determined.
Number of trained individuals adopting new technologies and management or agricultural practices.	15	15	Financial management required as part of Business Plan Award.
Number of cooperative businesses assisted	6	4	Production groups in Maliana, Natarbora, Viqueque, and Oecusse.
Number of members of cooperative businesses assisted.	30	35	Membership of groups in Maliana, Natarbora, Viqueque, and Oecusse.

<i>Indicator</i>	<i>Target</i>	<i>Achieved</i>	<i>Comment</i>
Dollar value of annual gross sales for cooperatives assisted.	\$6,000	\$1,428	Quarterly earnings for estimate for four production groups.

2.4 Support BACET Graduate Career Advancement and Placement

BACET program activities help students prepare to seek and secure jobs and careers in agriculture. Land O'Lakes also encourages students to form agricultural and food related businesses and to apply agribusiness principles in small family farms and to serve as lead farmers in their communities. As this is a new specific activity, the goals for the program year were to begin a placement system, where students are assisted to understand the professional recruitment process and to prepare adequately for opportunities. The outputs included introducing computing and Internet facilities for BACET graduates in Dili and beginning a process of tracking and communicating with program graduates.

Land O'Lakes has established a system for tracking and updating the productive status (employment, continuing education, idle, etc.) of graduates of the BACET program. Due to the relatively difficult communication systems in Timor-Leste (limited cellular coverage and few Internet sites in many rural areas, and expensive SMS and cellular connection rates), the system is very labor intensive, depending on phone trees, Internet, and call-backs for "missed calls". Each quarter, updates are received for 50-60 percent of graduates from the two program years.

When relevant agriculture professional employment opportunities become available, Land O'Lakes also utilizes the graduate communication system to make un-employed or interested graduates aware of the opportunities. Land O'Lakes also assists graduates to apply by reviewing CVs and referring applicants. Outputs during the quarter included:

- 15 graduates (six female) from 2008 working for CRS on a short-term work assignment to complete a Community Base Line Survey in Baucau, Lautem and Viqueque districts.
- Facilitating four (three female) graduates to secure employment in the Aileu horticulture zone organized by the USAID Private Sector Development (DSP) program. Six BACET graduates now have secured employment with horticulture enterprises supported by DSP.
- Five graduates are working as Agriculture Extension workers for the MAP Community Agriculture Directorate. Another person serves as a Village Livestock Worker.
- Six graduates (two female) have been contracted to work for the new USAID-funded SusuBeen project, which will work mainly with buffalo community farmers in Lospalos and Maliana.

<i>Indicator</i>	<i>Target</i>	<i>Achieved</i>	<i>Comment</i>
Number of graduate placement centers established.	3	1	Services offered and available to 2008 and 2009 Graduates in Dili. Students receive job readiness training as part of the English and Computer curriculum.
Number of clients/users of placement services.	100	7	Offer computer and Internet access to graduates. Assist graduates to prepare CVs and apply for job opportunities. There are many repeat users of facility.
Percent change\gains in annual employment rates for program graduates.	25%	41%	Re-assessed each quarter, employment data includes family farming, group production, and professional jobs.

2.5 Other Activities

Though not central to the BACET program objectives, wherever practical Land O'Lakes aims to deliver specific training or communication messages to students to create awareness and encourage positive and responsible behaviors in business and personal activities. The goal is to promote understanding and appreciation for sustainable agriculture practices, gender awareness, living a healthy life style, and business ethics. Related outputs over the past quarter include:

- Facilitated donation of labor, transportation, and equipment to improve the delivery of electric power at Maliana school.
- Facilitated an assessment of water and sanitation needs at Maliana school.
- Committed resources to improve clinic\'sick bay" at Fuloro school.
- Facilitated request for Mosquito Nets from health service for all students at Maliana school. Maliana has experienced severe outbreak of Dengue Fever.
- Coordinated registration of libraries at three schools with the Library Association of Timor-Leste.

- Worked with Timor Aid and school libraries to review Tetun language agriculture resources. The following books are in each of the agriculture school libraries:
 - Teknika Haki'ak Manu Timor (raising local chickens)
 - Habarak Ai-oan (seedlings)
 - Haburas Agrikultura Timor Lorosa'e (developing agriculture in Timor)
 - Kuda no Haburas kafe (production of coffee)
 - Teknika Hakiak Fahi (raising pigs)
 - Teknika Hakiak Bibi (raising goats)
 - Disionariu Jeral Agrikultura nian (agriculture terms dictionary)
 - Disionariu Pekuarua (livestock terms dictionary)
 - Kuda Hare no Aifarina (production of rice and cassava)

Annex A

BACET Focal Point Reports Produced During Quarter

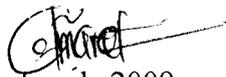
1. Maliana – November
2. Maliana – December
3. Fuiloro – November/December

BACET- Building Agribusiness Capacity in East –Timor MALIANA - BOBONARO

Número : .01./BACET-M/XII/2009

Ba : Exmo. Director Nacional de Formação Agrícola do Ministério da Agricultura e Pescas, Eng. Ipolito da Costa

Cc : Exmo. Director Escola Tecnica Agrícola de Moleana. Eng. Paulo Afonso
Exmo. Chief Of Party Land O' Lakes, BACET, Michael Parr.

Husi : Carlos Amaral, Ponto Vocal BACET-Maliana 

Assunto : Relatorio Actividades BACET Fulan Novembro de 2009

Data : 30 de Novembro de 2009

Ho Respeito,

Baseia ba assunto iha leten ami hato'o relatorio Actividades BACET Maliana fulan Novembro de 2009 hanesan tuir mai:

- I. Numero Estudante Sira: 40 Pessoas
- II. Actividades Grupo sira ne'ebe hala'o Rotasaun:

1. Actividades grupo Horticultura:

- Halo plano kuda modo tuir klima ne'ebe iha ba periodo fulan novembro to'o Agosto 2010
- Hala'o survey ba area atu uza hodi hodi kuda modo
- Estudante sira hala'o aktividade sukat rai
- Fila rai nomos halo kanteiro, preparasaun atu kuda modo.

2. Actividades grupo Pecuaría:

- Sanitasaun ba luhan no ambiente luhan
- Fo han fahi dader loraik
- Plano no halo proposta hamutuk ho estudante ne'ebe hato'o ba Land O' Lakes para atende necesidade animal fahi ne'ebe iha

3. Actividades grupo Agromekanik:

- Fo konhesimento material no equipamento oficina husi parte:
 - Keselamatan servisu
 - Alat ukur no nia maneira utilizasaun
 - Alat listrik no maneira utilizasaun

- Alat karpinteiho no maneira
utilizasaun

- Pratika halo instalasaun listrik

4. Actividades grupo Agribisnis

- Hala'õ estudo merkado dala rua iha merkado Maliana ne'ebe iha relasaun ho Hortikultura, Agromekanik no mos Pekuaria.
- Hala'õ estudo ba iha Komunitade iha aldeia ne'ebe besik .

* **Osan Tama** : Ba fulan Novembro sedauk iha osan Tama

* **Osan sai** : Husi Grupo Agribisnis hasai ona osan \$ 8

III. Hanoin Professor sira konaba metode hanoin no Silabus:

- Metode ne'ebe rekomenda husi Land O' Lakes diak no la dun difisil
- Silabus ne'e diak no simples atu implementa
- Materia Agribisnis iha mudansa oituan iha implementasaun tamba tuir plano hanoin topiko 1 sei hanoin dala 1 maibe hanoin dala rua tamba materia barak liu.
- Presisa apoio tan media no equipamentos hanoin nian hanesan surat tahan, pidol no seluk tan.

IV. Actividades sira seluk tan ne'ebe hala'õ husi estudante BACET mak hanesan:

- Hadia listrik ne'ebe falha iha komplezo ETA-Moleana
- Kontrola instalasaun we iha komplezo ETA-Moleana
- Iha dia 28 de Novembro de 2009 lori estudante BACET ba hare EXIBISAUN (Pameran) ho objektivo estudante bele hare ema fa'an sasan ho modelo eceran.

V. Plano ba Fulan oin mai:

- Husi grupo Hortikultura atu komesa kuda modo no halo manutensaun
- Husi grupo Pecuaría: Rehabilitasaun fahi luhan inklui saluran pembuangan nomos hahú prosesu habokur fahi
- Husi grupo Agromekanika: Atu halo/produz landak (aquipamento Agrikultura ne'ebe hodi hamos duut), Halo karosa, mesa, kama, Rak piring, nomos atu halo koordinasaun ho grupo seluk konaba hadiah luhan, no fila rai ho traktor
- Husi grupo Agribisnis: Iha plano atu treino konaba Koperativa ne'ebe sei husu apoio treinador husi Land O' Lakes.

Mak ne'e deit relatorio ne'e ami hatõ'o ba ita boot nia atensaun hatõ'o obrigado wa'in.

BACET- Building Agribusiness Capacity in East –Timor MALIANA - BOBONARO

Número : 02 /BACET-M/XII/2009

Ba : Exmo. Director Nacional de Formação Agrícola do Ministério da Agricultura e Pescas, Eng. Ipolito da Costa

Cc : Exmo. Director Escola Tecnica Agrícola de Moleana. Eng. Paulo Afonso
Exmo. Chief Of Party Land O' Lakes, BACET, Michael Parr.

Husi : Carlos Amaral, Ponto Vocal BACET-Maliana

Assunto : Relatorio Actividades BACET Fulan Dezembro de 2009

Data : 30 de Dezembro de 2009

Ho Respeito,

Baseia ba assunto iha leten ami hato'o relatorio Actividades BACET Maliana fulan Dezembro de 2009 hanesan tuir mai:

- I. Numero Estudante Sira: 39 Pessoas
- II. Actividades Grupo sira ne'ebe hala'o Rotasaun:

1. Actividades grupo Horticultura:

- Aprendizagem iha salaun (teoria)
- Kuda fini Kankung
- Halo regenerasaun ba Modo Bringzela
- Kuda Forerai
- Kuda batar
- Fa'an Modo Bringzela

2. Actividades grupo Pecuaría:

- Aprendizagem iha salaun (teoria)
- Sanitasaun ba luhan no ambiente luhan
- Fo han fahi dader loraik
- Preparasaun material atu hadia fahi luhan

3. Actividades grupo Agromekanik:

- Aprendizagem iha salaun (teoria)
- Konhecimento Makina:
 - Teknika sobu no hadia makina DIESEL ho GASOLINA
 - Manutensaun Makina
 - Solda Karosa (Gerobak)

4. Actividades grupo Agribisnis

- Aprendizagem iha salaun (teoria)
- Hala'ο estudo merkado iha escola no mos iha Suco ou Aldeia ne'ebe besik.

III. Hanoin Professor sira konaba metode hanorin no Silabus:

- Husi professor Horticultura: Metode hanorin ne'ebe diak presisa teoria, prtica, Discusso grupo nomos fo evaluasaun kona ba sira nia resultado aprendizagem. Silabus sei bele mantein ho ida agora existe hela.
- Husi professor Pecuaria: Sylabus no metode hanorin ne'ebe mak professor sira uza diak, maibe iha materi balu ne'ebe laiha literatura atu uza hanorin. Ne'e duni ne'e hanesan problema ida mai ami professor ne'ebe hanorin materi ne'e.
- Husi Professor Agribisnis: Metode hanorin diak mak:
 - Hakerek no halo esplikasaun
 - Husu perguntas husi alunos ou mestri
 - Fo Fixa trabalho
 - Halo diskusaun no apresentadasun husi grupo diskusaun
 - Halo estudo komparativo

Iha topiko balu makTempo ne'ebe uza la to'ο. Ne'e duni tenki aumenta tan oras ba hanorin.

IV. Actividades sira seluk tan ne'ebe hala'ο husi estudante BACET :

Iha fulan Dezembro laiha actividade seluk husi estudante BACET atu hala'ο tan tamba ha dia 19 de Dezembro de 2009 to'ο dia 09 de Janeiro de 2010 estudante sira feriado ba loron Natal no Tinan foun. No sira sei hahu fila fali sira nia actividade aprendizagem iha dia 11 de Janeiro de 2010.

V. Plano ba Fulan oin mai (Fulan Janeiro de 2010):

- Husi grupo Hortikultura:
 - ο Atu hala' ο kolheta modo Kankung no kontinua kolheta modo bringzela i lori ba fa'an iha merkado.
 - ο Kuda Fore tali
 - ο Kontinua halo manutensaun ba batar no forerai ne'ebe kuda ona.
- Husi grupo Pecuaria: Rehabilitasaun fahi luhan no halo manu luhan.
- Husi grupo Agromekanika: Halo instalasaun Eletrisidade, hadia makina no fo konhecimento alat-alat makina, halo/produz landak (equipamento Agrikultura ne'ebe hodi hamos duut) nomos Instalasaun we'e.
- Husi grupo Agribisnis:
 - ο Prepara materia ba estudantes hanesan Diktat depois fahe ba sira. Ne'e duni ami presisa tan atu apoio mai ami Surat Tahan Flipchart no Spidol hodi hala'ο dikusaun grupo
 - ο Atu hala'ο estudo merkado baseia ba topiko ne'ebe iha ou relevante.

VI. Osan Sai no Tama Fulan Dezembro de 2009.

No	Grupo Rotasaun	Osan Tama(\$)	Osan Sai (\$)	Saldo (\$)
1.	Hortikultura	160.00 (Husi LOL no Fa'an Modo)	15.00 (Sosa Fini no Transporte)	145.00
2.	Pecuarria	100.00 (Husi LOL)	82:00 (Sosa Material no Transporte)	18.00
3.	Agribisnis	100.00 (Husi LOL)	25.00 (Transporte halo Survei iha Merkado)	75.00
4.	Agromekanika	100.00 (Husi LOL)	25.00 (Sosa Material Soldagem)	75.00
	TOTAL	460.00	147.00	313.00

VII. Seluk-seluktan

Geralmente prosesu aprendizagem iha salaun (kelas) ba materia sira hotu la'o dia. Konaba materia Ingles no IT/Komputador la'o diak. Estudante sira iha mudansa makas iha materia Ingles no Komputador. Materia komputador Estudantes estuda ona Programa Microsoft Word Basico no agora kontinua tama ona iha programa Microsoft Excel Basico. Plano ba oin sei tama ba Programa Power Point no Internet Basico antes tama ba iha nivel avanzado iha segundo semestre ba programa sira ne'e hotu.

VIII. Rekomendasaun

Husu ba DNFA ou LOL atu:

1. Hadia fila fali Internet ne'ebe agora komesa falha bebeik no prosesu kleur liu (low speed) tamba Materia Komputador besik ona atu tama ba aprende uza Internet husi estudante sira.
2. Troka fila fali UPS ida ne'ebe uza ba Komputador rua iha LAB ne'ebe agora dadauk aat ona.
3. Hadia komputador ida ne'be agora nia power supply la stabil ona.

Mak ne'e deit relatorio ne'e ami hato'o ba ita boot nia atensaun hato'o obrigado wa'in.

ESCOLA TÉCNICA AGRÍCOLA DON BOSCO FUILORO
BACET – Building Agribusiness Capacity in East Timor

Relatório Mensal

Hato'õ ba : **Sr. Ipolito da Costa**

Director Nacional da Formação Agrícola do Ministério da Agricultura e Pescas

✓ Co : Michael Parr, Land O' Lakes, BACET, Chief of Party

I. Introdusaun

Programa BACET hanesan programa post sekundária ida nebe ho objektivo atu eleva kapacidade estudante sira atu sai ema nebe hatene moris mesak iha area agrikultura nebe ho orientasaun agro-negócio. Liu husi formasaun ida ne'e exige estudante sira , liu-liu atu sai ema nebe hatene resolve problema no hahu karier iha base nudar sai hanesan empresário ida iha area agrikultura no sai hanesan extensionista hodi ajuda agrikultor sira atu hasae produsaun agrikolas hodi hasae rendimento.

Processo ensino e aprendizagem baseando ba currículo no silabus iha programa BACET ne'e, existe teoria no prátika ba estudante sira em forma de grupo de estudo no prátika ne'e hetan assistencia financeira husi Land O' Lakes.

Atu kontrola no follow up ba programa ida ne'e, relatório sei submete ba iha **Direcção Nacional da Formação Agrícola** ba fulan Novembro 2009 to'õ Janeiro 2010 nian.

II. Número estudante

Estudante BACET iha Ano Lectivo 2009/2010, feto ema nain 4 no mane ema nain 14, hamutuk ema nain 18.

III. Grupu sira nebe halo rotasaun

No.	Naran/Grupo	Fulan/ Tinan	Aktividades	Obs.
1.	Grupo Agro-Pecuário 1. David dos Santos 2. Maria dos Santos 3. Cesario da Siva Carvalho 4. Dinis Amaral	Novembro 2009	- Participa aulas tuir horário - Halao diskusaun - Planu prátika iha terreno - Halao atividades kamoditi nian nudar parte integrante ba prátika ensino no aprendizagem iha area agro-pecuária	
		Dezembro 2009	- Participa aulas tuir horário - Halao diskusaun konaba atividades nebe realiza tiha ona - Planu prátika iha terreno kanaba hakiak habokur fahi - Halao atividades kamoditi nian nudar parte integrante ba prátika ensino no aprendizagem iha area agro-pecuária - Halao atividade integrasaun no participasaun ho grupo pecuário sira iha Suco Mehara	
		Janeiro 2009	- Participa aulas tuir horário - Halao diskusaun konaba atividades nebe realiza tiha ona - Simu osan \$250 husi Professor Pecuário hodi utiliza ba atividades hakiak/habokur fahi - Halo kompras ba materiais nebe presija hodi hari'i fahi luhan - Halo luhan fahi nian - Hakiak no habukur pahi 2 cabeças - Halao atividades kamoditi nian nudar parte integrante ba prátika ensino no aprendizagem iha area agro-pecuária	
2.	Grupo Horticultura 1. Joánico Tilman 2. Celestino Assunção 3. America de Deus Exposto 4. Gabriel Seco Abi 5. Rufina da Costa	Novembro 2009	- Participa aulas tuir horário - Halao diskusaun - Planu hamutuk konaba prátika nian - Halao atividades kamoditi nian	
		Dezembro 2009	- Aulas tuir horário - Halao diskusaun - Planu hamutuk konaba atu hili komuditi nebe diak hodi prátika (usaha) - Simu osan pratika nia \$100 - Halo survey lokasi	

			<ul style="list-style-type: none"> - Sukat area nebe uza ba horticultura (275 m²) - Fila rai - Halo fatin persemaian kol dan terong - Kari benih - Halo bedengan dan rainase - Tau adubus argánicos ba bedenggan - Kuda buncis - Halo manutensaun - Halo aktifitase external: tuir treinamentu horticultura nian iha ADM Lospolos 	
		Janeiro 2009	<ul style="list-style-type: none"> - Aulas tuir horario - Halao diskusaun konaba actividades nebe halao tiha ona - Muda lini husi persemaian ba iha bedengan - Halo preparasaun ba bedengan hodi kuda terong - Halo manuntensaun 	
3.	Grupo Agro-Negocio	Novembro 2009	<ul style="list-style-type: none"> - Participa aulas tuir horario - Halao diskusaun - Planu pratika iha terreno - Tuir aktividade komoditi nian 	
	1. Atanasio Soares			
	2. Agapito da Silva			
	3. Almerita Amaral			
	4. Nicolau Faria	Dezembro 2009	<ul style="list-style-type: none"> - Participa aulas tuir horario - Halao diskusaun - Simu orsan pratika nian \$20 - halo survey merkado - Tuir aktividade komoditi nian 	
	5. Inacio Cardoço			
		Janeiro 2009	<ul style="list-style-type: none"> - Participa aulas tuir horario - Halao diskusaun ba actividades nebe halao tiha ona - Simu orsan pratika nian \$30 - halo survey merkado no sosa mamu hodi fa'an fali - Tuir aktividade komoditi nian 	
4.	Grupo Agro-Mecánico	Novembro 2009	<ul style="list-style-type: none"> - Participa aulas tuir horario - Halao diskusaun - Tuir aktividade komoditi nian 	
	1. Natalino Viegas			
	2. Joaquim Asis			
	3. Mouzinho Amaral	Dezembro 2009	<ul style="list-style-type: none"> - Participa aulas tuir horario - Halao diskusaun - Halo plano ba aktividade pratika iha bengkel - Tuir aktividade komoditi nian 	
	4. Teresa da Graça Maia			
		Janeiro 2009	<ul style="list-style-type: none"> - Participa aulas tuir horario - Halao diskusaun - Halo identifikasaun ba equipamentos 	

- **Relatório orsamento ba aktividade prátika**

Buku kas Harian

Data	Descrisaun	Vendedor	Osan tama	Osan sai	Balance
09/12/09	Osan tama husi LOL		400.00		
12/12/09	Atu ba prátika pecuária	Me. Amadeu		250	
	Atu ba prátika Horty	Me. Carlos		100	
	Atu ba prátika Agribisnis	Me. Augusto		50	
	Total			400	0

Buku kas : Husi Grupo Agro-Pecuário

Data	Descrisaun	Vendedor	Osan tama	Osan sai	Balance
9/01/09	Osan tama husi professor Pecuário	Grupo Pecuário	250		
9/01/09	- Transportasi ba kota	Atanasio dos S.P		9.00	
	- Nasi bungkus + Aqua			5.00	
	- Semen 2 sak	Toko IV		16.00	
	- Paku 7 cm 1/2	Toko IV		2.00	
	- Paku seng 5 cm 1 kg	Toko IV		4.00	
	- Buku kuintansi	Toko IV		2.00	
24/01/09	- Sosa fahi 2 cabeças	Ferry		168.00	
	- Pakan jadi 1 sak	Ferry		25.00	
	- Sana (fatin tein)	Sabina		19.00	
	Total		250	250	0

Buku kas : Husi Grupo Horty

Data	Descrisaun	Vendedor	Osan tama	Osan sai	Balance
6/12/09	Osan tama husi Prof. Agricultura	Grupo Horty	100		
17/12/09	- Transporte	Coro Heler		6.00	
	- Sosa buncis 1 kg	L.A Baucau		6.00	
	- Sosa brigela 1 kg	L.A Baucau		3.50	
	- Sosa repolho 1 kg	L.A. Baucau		9.00	
	- Konsumsi ba ema nain 6			6.00	
19/12/09	- Tali rafia 1 Rol	Hamaluk Mercado		2.50	
	- Merenda ba ema nain 6			1.00	
12/12/09	Mina ba fila rai atu ba prátika nian	Silveiro Freitas		4.50	
14/12/09	Merenda			2.00	
23/01/10	- Sosa mangeira 50 meter	Fezai		28.00	
	- Lamina 5 buah	Toko 8		1.25	
	- Transporte	Bemo L1		1.30	
	- Konsumsi	Warung merkado		3.00	
	Total		100	74.05	25.95

Buku kas : Husi grupo Agro-negócio

Data	Descrisaun	Vendedor	Osan tama	Osan sai	Balance
17/12/09	Osan tama husi Prof Agro-negócio		20.00		
18/12/09	Transporte ba mai	Bemo Somoco		5.00	
	Konsumsi	Warung Lospalos		3.00	
	Sosa kuintansi	Kios Lospalos		2.00	
12/01/10	Osan tama husi ponto Focal		20.00		
16/01/10	Osan tama husi Prof Agro-negócio		5.00		
	Transporte ba mai	Sharia		5.00	
	Sosa manu 2 ekor	João		10.00	
	Sosa manu 1 ekor	Eugenio		5.00	
	Konsumsi	Mini restauran Lospalos		4.50	
	Buku nota	Keos Lospalos		0.50	
	Sosa batar	Lourenso		1.00	
18/01/10	Osan tama husi Prof Agro-negócio		5.00		
	Total		50.00	36.00	14.00

IV. Hanoin husi professores kona ba método hanorin no syllabus

- Husu orientasaun no treinamento hodi implementasaun kurrikulo ne'e tuir visaun no missaun programa BACET nian.
- Referência ba professor sira menus liu, tamba ne'e labele akumulada didiak método no maneiras foun ba estudante sira.
- Depois de 3 meses, husu atu halo revisaun ba kurrikolo no silabus nebe iha.

Fuiloru, ~~26~~ Janeiro 2010



Visto Pelo
Diretor Escola.

Jose Vattaparambil, SDB.

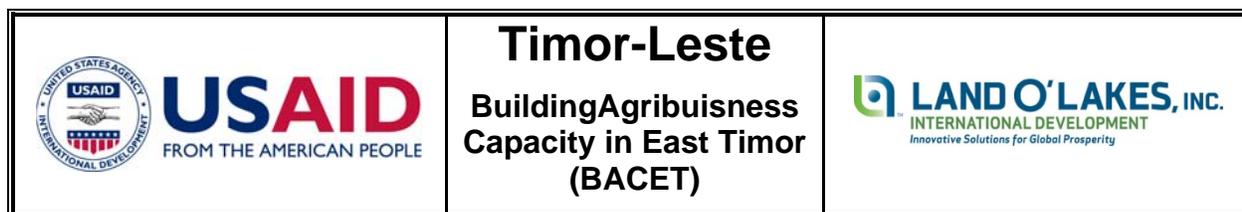
Ponto Vocal Programa BACET.

Augusto Barros, S.Pt.

Annex B

Stories and Communications Produced During Quarter

1. Young Women in Timor-Leste Find Opportunity and Income from Agribusiness Training
2. Business Plan Competition Awards
3. BACET Recruitment Brochure



Agriculture, Education, and Jobs

Young Women in Timor-Leste Find Opportunity and Income from Agribusiness Training

Maria Fatima has found that her engagement with USAID economic growth projects in Timor-Leste has not only changed her life, but also has improved the financial status of her family. *“I come from a poor family. Last year, when I really wanted to continue my study at the university, my parents could not afford to pay for my university fees, so I decided to join the BACET Program. Now that I have income, I can afford to send my younger sister to study at the university.”*

Maria, and three other women, Isolina Soares, Juliana Fatima, and Roberta Passos, are all graduates of the BACET program that Land O’Lakes implements at three technical agricultural schools. After attending the year-long specialized program in agricultural business training, the four graduates have found employment leading vegetable production and marketing at special horticulture production areas near Aileu, a mountainous region in the center of the country. With support from the USAID Private Sector Development (USAID Dezenvolve Setor Privadu) program, agricultural producers in the area utilize greenhouses, irrigation, and other technologies to grow vegetables. The BACET graduates work closely with farmers and farming groups and are involved in the complete agribusiness cycle from seed selection, planting, cultivating, and marketing of variety of horticulture products that range from herbs to broccoli to eggplants. The producers then transport and market the goods to traders and retailers in the capital Dili.



Maria Fatima checking seedlings in a greenhouse in Aileu, Timor-Leste.

“Compared to others, BACET graduates are different. They are very diligent and keen to work in the field. They are very well equipped and have very good communication skills. They communicate with farmers and traders and report their activities using computers.”

- Mr. William Bere Ati, Agribusiness Team Leader, USAID Private Sector Development Project, sharing his experience working together with BACET graduates.

The objective of the BACET program, which has now graduated 232 young people in two years, is to prepare graduates to become proficient technicians, entry-level managers, and entrepreneurs within Timor-Leste's agricultural sector. The four young women illustrate the impact of the BACET program; to not only increase the beneficiaries' competency in farming operations, management, and marketing, but also to enhance personal and family livelihoods. Twenty-five percent of the BACET participants are female, of whom 66 percent are now either working in professional employment or agricultural production groups, or have chosen and gained the resources to continue their formal education.

The four young women from poor rural communities, now each earn average wages and benefits of nearly \$350 per month in a country where over half of the population earns only 88 cents per day. The women also are at the base of creating a sustainable, sufficient, and commercial domestic food industry, where currently over three-quarters of the population still survives on subsistence farming practices. (Source: 2007 Timor-Leste Survey of Living Standards.)



BACET graduates and aspiring horticulture professionals Maria Fatima, Isolina Soares, Roberta Passos, and Hermenegildo Hornai show the new vegetable crop to Lino Borges, Land O'Lakes in Aileu, Timor-Leste.

Photograph: Land O'Lakes

Country and Region/City of Story: Timor-Leste, Asia

Date: 15 January 2010

USAID Program Name and Agreement Number: Building Agribusiness Capacity in East Timor (BACET), 486-A-00-06-00011-00

BACET Graduates Compete for Start-up Capital for their Business Idea

The Building Agribusiness Capacity in East Timor (BACET) Program completed its inaugural Business Plan Competition to promote entrepreneurship and demonstrate commercial agriculture opportunities in Timor-Leste. The contest was open to all 2008 and 2009 graduates of the BACET Program, and 10 applications were received representing 85 aspiring farmers in production groups or individual entrepreneurs.

Three agricultural enterprises each received \$500 as start-up capital based on the evaluation of formal business plans. The funding was provided from resources contributed by Prosperity Worldwide, a nonprofit organization that enhances Land O'Lakes International Development initiatives by providing complementary financial resources. The winning businesses ideas include fresh vegetable production and marketing in Oe'cusse, local chicken production and marketing in Bobanaro, and agricultural production and input services in Viqueque.

Loron Aban Hahu Ohin (LAHO) Production Group ("The Future Starts Today") is a group young of farmers based in Oe'cusse. LAHO currently have 16 members, half who attended BACET at Maliana Eskola Teknika Agrikola in 2009. LAHO plans to grow and market fresh vegetables for local consumers as well as larger scale production in soybeans, green beans, and chili peppers. The start-up funds will be used to purchase seed and other inputs as well as to respond to a short-term market opportunity for betel nut sales. The group has successfully negotiated the the Oe'cusse government administration to sell fresh produce and to access a tractor for land preparation. Land O'Lakes BACET has provided technical production, financial, and marketing advice.



Left: LAHO Group member prepares seedlings for transplanting.

Right: Ministry of Agriculture tractor operator plows land for LAHO in Oe'cusse.

Haburas Manu Lokal (HAMALO) Production Group (“Make Productive Local Chickens”)



enterprise is run by six graduates of the 2008 BACET program in Fuiloro and Natarbora. The group plans to raise the local variety of chickens and sell the broiler chickens in the local Maliana and Bobanaro markets. The market for chicken is strong but is routinely met by imported products because of a lack of local production and market constraints. The group’s land is located very near to the Indonesian border, in the village of Saburai, creating potential for cross-border trade.

Above: HAMALO member points out the current facility for 20 chickens.

Land O’Lakes BACET offered advice on livestock marketing and farm planning to create chicken housing and expand the production area. HAMALO will use the start-up funds to prepare a permanent coop to house chickens and to begin intensification of production, increasing numbers of birds and improving feeding and care of the flock.

TANE Agricultura is agricultural enterprise founded by Artur Xaveira, 2009 graduate of BACET Natarbora. TANE will offer marketing services and inputs for farmers and



farming production groups in the Viqueque area. Viqueque currently does not have an agriculture supply store, and farmers have limited access to seeds, fertilizer, and pesticides. TANE is cooperating with 20 production groups with the objective to deliver agricultural inputs and market the group’s production. TANE also plans to produce green beans on two hectares of land and has potential to sell betel nut to other areas in the country. The \$500 award will be used as working capital to purchase inputs and initiate the agricultural service activities.

Artur Xaveira on his land in Viqueque

Land O’Lakes BACET has provided technical advice and links to suppliers.

The BACET agriculture education program includes specialized training in business planning. Students completed activities in planning, cash flow projections, and cooperative business organization. Land O’Lakes provided a simplified model business plan for agricultural enterprises and offered advice to interested applicants.

APRENDE HODI HATENE

APRENDE HODI HALO

APRENDE HODI MORIS HAMUTUK

APRENDE HODI HETAN CONFIANSA



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Matrikula sei hahu iha fulan Setembru 2009

Kursu sei hahu iha fulan Novembru 2009

Programa BACET halo possibilidade liu husi povo Americano. Programa ne'e implementa husi Land O'Lakes halo kooperasaun ho Ministerio Agricultura no Pescas, Diresaun Nasional Edukasaun no Treinamentu Agricultura.



Ministerio Agricultura no Pescas agora dadaun buka hela graduantes eskola vokasional agricola atu aplika ba programa edukasaun no formasaun kona ba pratika atu hasae habilidade no kompetensia iha area agro-negocio.



**Eskola Teknika Agricola
Fuiloro, Natarbora, Maliana
Ano Lectivo 2009/2010**

BACET hanesan programa certifikado ba tinan ida ne'ebe prepara estudantes aprende atividades pratika ba ligasaun iha produsaun ai-horis, produsaun animal too manejementu & merkadoria. Especializasaun ba formasaun mak hanesan tuir mai nee:

- Fomasaun negociu kooperativa
- Instrumentus no equipamentu eletricos
- Informasaun teknolojia
- Preservasaun ba ai-han
- Estajiu \ esperiensa servisu



I. Fatin:

Programa ne'e iha Eskola Teknika Agricola

ETA Natarbora, Distrito Manatuto
ETA Maliana Corluli, Distrito Bobonaro
ETA Don Bosco Fuiloro, Distrito Lautem



Eskola hirak ne'e iha fatin rurais iha Timor Leste. Estudante hela iha dormitorio no uza hamutuk fasilidades iha eskola. Kalan iha electricidade no bele akapta telefone exepthu Natarbora.

II. Fasilidades iha Eskola:

- Laboratoriu Komputador
- Officina/Bengkel
- Biblioteca
- Dormitoriu



III. Requerimentos:

- Komitmentu servisu ba komunidadade
- Diploma husi escola vokasional agricultura
- Hetan klasifikasaun notas media hahu husi 6.0
- Maximu tinan 25
- Karta rekomendasaun husi direktur eskola
- Kartaun Registo
- Certidaun Batismo Moris nian
- Karta Atestado Medico nian

IV. Responsabilidade Estudante no Familia nian:

- Transporte ba no husi escola bainhira feriado
- Standar kontribuisaun familia \$5.00 kada fulan (Fuiloro husu \$12.00)
- Higiene pesoal no sasan saude nian
- Aranja material eskola nian
- Roupas no Sapatu ne'ebe apropriadu atu halo servisu pratika to'os nian



V. Expectativas:

Estudante tenke iha hakarak hodi aprende no aumenta teknikas agrikultura no pratika produsaun ai-han. Estudante sei partisipa ativo iha servisu produsaun agricultura, grupo agricultura, no komunidadade. Espera katak estudante sira tenke halo tuir regulamentu escola no sai respeitoju.

**Aprende liu husi Halo
no
Halo liu husi Aprende**