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



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

Quarterly Report

April 1 – June 30, 2010

Submitted to:

**USAID/Timor-Leste
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July 2010

**BUILDING AGRIBUSINESS CAPACITY IN EAST TIMOR
USAID CA# 486-A-00-06-00011-00**

Quarterly Report
April – June 2010

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 June 30, 2010: \$4,914,235

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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

Completion of Agribusiness Training for Agriculture Extension Activity

A specialized agribusiness training series was completed during the quarter with excellent results. Seventy-five (75) community agriculture extension workers completed the program. Each of the extensionists demonstrated that they could:

- Understand the principles of agribusiness and what farmers need to become entrepreneurs.
- Understand agribusiness and market concepts and cycles.
- Know the process for production planning, marketing, and finance.
- Formulate good decisions for real agricultural activities.
- Identify activities and ideas for implementing agricultural system for an area farmer.

The program also introduced facilitation, decision-making, and communications tools for extensionists to apply in their communities. As outcomes of the activity, the agriculture extensionists completed a field exercise using visual aids, problem-tree analysis, mapping, and demonstrated group dynamics. The participants explored sustainable agriculture concepts, productivity and food security, permaculture, and farming techniques.

Each of the extensionists completing the training also used business knowledge and facilitation tools in a rural Timorese community. A closing ceremony was held in Dili at the Ministry of Agriculture and Fisheries headquarters. The Secretary of State for Agriculture and Arboriculture and USAID Economic Growth team leader made presentations and emphasized the importance of providing agriculture extensions services for rural Timorese.

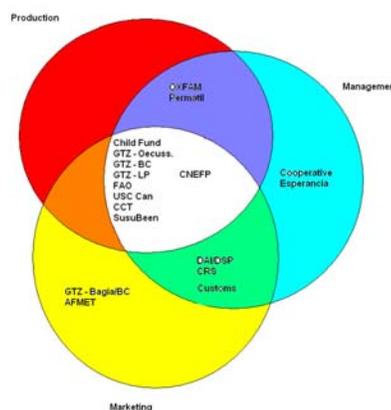


Lead trainer Orlando Petrusz presents certificate to Sra. Eufracia, one of 75 community agriculture workers who completed BACET training.

SEFOPE Approves BACET Work Experience Activity and Offers Funding

Land O'Lakes and Ministry of Agriculture and Fisheries, National Directorate for Agriculture Education and Training (DNAF) collaborated to complete the planning and placement arrangements for the work experience component. This is the second year to implement this activity as part of BACET. As evidence of the importance and potential for success that the two-month work experience for youth engaged in the food and agriculture industry, the State Secretariat for Vocational Training and Employment (SEFOPE), approved the program and awarded a \$5,200 contract to the DNAF to support transportation and logistical costs for the students' participation.

There are 26 participating partner organizations or businesses who will host 65 BACET students across the country. Each organization was surveyed and collaborated to identify the work and expectations for the BACET students. Accordingly, each placement has been categorized according to the leading function and learning experience that the student will gain: (1) Production Agriculture, Marketing, and (3) Management. A Venn diagram is shown to the right.



Student Agribusiness Group Rotations

To encourage decision-making and demonstrate business management, BACET has implemented a new element that enables the students to run their own small business throughout the duration of the academic year. The activity emphasizes key skills such as financial management, forward planning, problem solving and decision making, as well as product and market identification.



Volunteer advisor Alfred Weston and an agribusiness class complete a cost analysis for poultry business

During the quarter, Land O'Lakes facilitated the student businesses to market products, particularly meat products, and to assess the financial viability of their business decisions. At ETA Maliana, a UNDP volunteer worked with the BACET agribusiness and livestock groups to analyze their poultry production and sales business. The advisor applied his experience running an organic poultry facility in England and helped the students to identify numerous production problems and made plans to overcome a loss-per-unit financial situation. A simple viability analysis was presented to the students, teachers, and school management. This model was also then applied in ETA Fuloro for their horticulture and pig rearing business.

The ETA Fuloro livestock group pursued a new product option, successfully producing and selling pork sausage in the Dili marketplace.

Challenges – Water and Sanitation at Maliana ETA

Problems with student health, inadequate food preparation, and other challenges arose and continued during the quarter due to the lack of an adequate water supply at Maliana ETA (which houses over 400 students). The situation is not that water is not available; it is that the system is not working properly and that it depends on electricity, which is also not adequately managed. Bia Hula, a local water and sanitation NGO, completed its assessment for the facility and presented a comprehensive plan for water\sanitation infrastructure improvements, school community management of the system, and training. The

holistic approach and proposal was accepted by the Ministry of Agriculture-DNAF. However, due to budget and procurement constraints at MAP, the improvements cannot begin immediately. Using the independent recommendations, Land O'Lakes will work to secure resources to finance the system and to revise the plan to define a phased approach. Small progress at the school is anticipated as the national electric authority indicated that the school would be connected to the Maliana community electricity grid in the near future.

Challenges – Tane Agricultura

One year ago, a 2009 BACET graduate appeared to be a rural entrepreneur on the path to success. Unlike other applicants, the business idea was to work independently instead of as a production group and to start an agriculture input supply for rural Viqueque. This student won the BACET Business Plan competition and received start-up capital and technical advice. He also appeared to have won the trust of local farmers and was making successful market and input supply links. However after receiving additional working capital, the graduate left Timor for Kupang, leaving his customers, crops in the field, and family. Accordingly, this BACET graduate business is no longer operational.

Performance Data Table – June 2010			
Performance Indicator	FY10 Target	FY10 Actual	Comment
Workforce Development Impacts			
Number of agribusiness training program facilities fully operational.	3	2	Year-long programs in Maliana and Fuiloro are being implemented. In Natarbora a pilot agribusiness training program for agriculture extension workers was implemented.
Number of person participating in USG-funded workforce development programs.	165	142	Fiscal Year Indicator: 82 students were recruited and enrolled, but there were a 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 started the program and 2 have since dropped out for medical reasons. Due to the fact that the program start date repeatedly changed because the MAP school year was not set timely, a number of students changed their enrollment status before November. (Current Student Count: 41 Maliana, 17 Fuiloro). Eighty-four (84) Extension Workers participated in BACET activity in Natarbora ETA (79 male, 5 female).
Female	50	23	
Male	115	119	
Number of persons completing USG-funded workforce development programs.	150	75	Program year indicator. 84 Extension workers completed the 1st Training Series; 75 Extension workers completed the 2nd Training Series held at ETA Natarbora. Training program for Agribusiness and Communications for Agriculture Extension was held March to June (4 female, 71 male).
Female	45	4	
Male	105	71	
Number of people gaining employment or better employment as a result of participation in USG-funded workforce development programs.	75	97	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. Change from last quarter shows 11 people less working.
Female	23	23	
Male	52	74	

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	70	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. Change from last quarter shows 8 people more continuing education.
Female	3	23	
Male	7	47	
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 offered to BACET students during their course and available to others at schools.
Number of clients/users of placement services.	100	46	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 46 students (13 female and 33 male) have used these facilities on 139 different occasions.
Percent change\gains in annual employment rates for program graduates.	25%	42%	9 graduates out of 121 (7%) from FY08 were reported as employed in Oct-2008, shortly after completion. For 2008 graduates, 1.75-years later, this number is now 66 (55%). For 2009 graduates, 31 graduates (28% 9 months after completion) report productive work and/or professional employment. This definition includes family farming, group production, and professional jobs. The combined total is 42% engaged in productive livelihoods (a decrease of 4% from Mar-2010 quarter).
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	16	International Education Specialists have been working with the 14 teachers in Maliana and Fuiloro 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. 2 teachers in Natarbora completed agribusiness and communications training, and demonstrated new teaching tools.
Female	3	2	
Male	27	14	
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	1	Maliana teacher, Carlos, completed 3 week school management training in China, with funding provided by partner support. Impact to be reviewed by Land O'Lakes. Land O'Lakes has placed a volunteer advisor at ETA 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	2	See above. With financial support from BACET, Don Bosco Fuiloro has implemented a MIS system to track students, school resources, and the results of each of the production units. Maliana Director participated in and applied decision making process for selection of construction contractor. Practices will be monitored and assessed by observation and survey. This will test impacts self-reported by the directors.
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 Fuiloro, which receive IT support from BACET. During quarter, added Internet connection to the female student accommodations and study rooms at the Salesian Sisters' facility.
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.

Performance Indicator	FY10 Target	FY10 Actual	Comment
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. No business activity at Natarbora.
Number of business enterprises established and operating in communities.	5	4	HADER community-based producer group, and 3 producer groups started with Land O'Lakes support through the business plan competition but 1, Tane, is no longer operational, 1 graduate group started with GTZ support. Change of 1 less from past quarter.
Dollar value of annual gross sales for all enterprises assisted.	\$5,000	\$10,935	Don Bosco Fuiloro production unit sales per financial system report for quarter-ended Mar-2010 \$6,479 poultry, \$1,618 piggery, \$500 dairy. HAMALO group income \$570; Tane \$210 (no longer operational); LAHO \$1,092; Rai-Mbrun \$30, HADER \$36, per monitoring reports. There have been improvements in the quality of financial reporting by all enterprises.
Number of community participants (excluding students) attending training.	30	22	Financial record-keeping training delivered to LAHO, Rae Mlarun, HADER and Haburas Manu Local production groups by finance manager from Land O'Lakes. 7 Community training activities in Oecusse began in June and will continue.
Female	9	7	
Male	21	15	
Number of rural families benefiting from school- or student-led training.	60	5	Five (5) farmer groups in Oecusse trained and contracted to plant improved ginger seeds under contract to LAHO group.
Number of trained individuals adopting new technologies and management or agricultural practices.	15	20	Oecusse production group initiated financial management practices resulting from training. Five (5) farmer groups in Oecusse trained and contracted to plant improved ginger seeds under contract to LAHO group. Training (and number of trainees to be added) to be conducted in July.
Number of cooperative business assisted.	6	5	Five production groups in Viqueque (1), Natarbora (1), Maliana (2), Oecuese (1).
Number of members of cooperative businesses assisted.	30	42	Production groups in Maliana (6 and 7), Natarbora (7), Oecusse (21), Viqueque (1).
Dollar value of annual gross sales for cooperatives assisted.	\$6,000	\$1,938	Cumulative Fiscal Year Indicator: Quarterly results shown. Co-op/producer group income is subset of all enterprises reported above. HAMALO group income \$570; Tane \$210 (no longer operational); LAHO \$1,092; Rai-Mbrun \$30, HADER \$36, per monitoring reports.

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 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 updated for the 2009/2010 school year, and course curriculum outlines were compiled, prepared, and discussed for all six courses. **See Annex B for a chart that summarizes the status of improvements.**

During the quarter, Land O'Lakes International Education Instructors confirmed that teachers were using curriculum guides (including weekly plans) that have been developed for the four core BACET courses—horticulture, livestock, agribusiness, mechanics. For the agribusiness course a student book, covering all topics (in three parts), was prepared and delivered to each student, providing the student a resource and tool to follow the teaching plan. For horticulture and livestock, a food processing booklet was developed and is being used. In addition supplementary materials such as recording books for livestock and horticulture production and sales were introduced and posters for selected mechanical operations were designed and put in place at the school workshops.

The Land O'Lakes Education Team continued to mentor teachers and review weekly planning sheets, through lesson observation, discussion and planning with teachers. Already sample "Teacher Yearly Planner" books have been presented and discussed with teachers. After concluding on the content with teachers, the Planner will be produced for the next school year. Ongoing support offered during the quarter includes:

- Providing support for teachers in lesson planning and teaching methodology to promote more active and investigatory learning.
- Supporting teachers to make links with community groups and local NGOs for sharing ideas and training.

The BACET students have demonstrated strong progress in English language skills. The improvements can be attributed to a program innovation to partner with 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. The students advanced from the structure and practice learning objectives to the conversation and presentation sections. In addition, each student prepared curriculum vitae in English. The CVs will be updated to include results work

experience and connects with the increased employment objectives for the BACET program.

<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 have been prepared for each course. Support is provided by international education advisor who facilitates input from each teacher.</p> <p>The new curriculum component for a student-led learning in business has been successfully 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	Teachers are slow to change their teaching methods.
			Many if not all MAP teachers lack formal training in pedagogy.
			Land O'Lakes education team is mentoring teachers and updating school directors of progress and challenges.

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 and school administrators. MAP employs and supervises teachers. School directors are responsible for oversight of the delivery of curriculum and student participation.

Focal Point. This program innovation that began with the 2009/2010 program year is going well. Each school-appointed teacher is to serve as the BACET Focal Point for a two-month rotation. **See Annex A for copies of Focal Point reports** produced for the three months this quarter (written only in Tetun language). The Focal Point submits the reports to MAP-DNFA, School Director, and Land O'Lakes.

Sustainability. Land O'Lakes undertook, the following initiatives to improve transition of the fourth year vocational agribusiness program:

- Facilitated review of information technology investments at the three schools under BACET the IT department of MAP. Teams visited each school to assess computer labs and Internet services and to plan the transfer of oversight of the computer centers and to define staffing and institutional requirements therein.
- Held discussions with UNTL to discuss the agribusiness training program and opportunities to improve the value of the BACET certificate to students.
- Discussed status of Vocational Agriculture Standards by the State Secretariat for Vocational Training and Employment and objectives set by the International Labor Organization (ILO).
- Planned teacher training for 2010-2011 in collaboration with local education professionals under a program sponsored by Norwegian Refugee Council.

- Met with representatives from GtZ organization to discuss the German development agencies plans for investment and development of the technical agriculture schools and expansion of support for youth agriculture production groups.
- Met with designer for European Union development program to better understand the European Commission's plans for investment and development of the technical agriculture schools.
- Reviewed program documents to assess the Food and Agriculture Agency of the United Nations plans for curriculum development at the technical agriculture schools.

Student Group Business. To help students achieve practical focus on agribusiness, decision-making, planning, and problem-solving the 2009/2010 BACET program includes an innovative course element that enables the students to run their own business throughout the duration of the year.

Though not necessarily profitable, the group business activities are progressing well. At ETA Fuiloro the student *kelompok* earned \$132 from sales of produce and \$510 from pork sausage produced by the livestock group under supervision of a trained butcher. **See Annex D for an update story.** At ETA Maliana, the *kelompok* earned \$343 from sales of vegetable products and \$84 from sales of poultry. After completing a facilitated analysis of the poultry operation, the student group determined that the operation was not viable and was losing money. At both schools the resources are being tracked, and the students will complete a cash-flow analysis to learn and understand the importance of cash-flow for managing a small business.

Students are very challenged by the concept of forward-planning and managing money. This complicates the potential success for the student groups and it impacts the group dynamics, but it presents an important learning opportunity for the aspiring entrepreneurs. The Land O'Lakes finance and education team plans to review the *kelompok* aspect of the program with teachers to prepare for follow-on training in this area.

Agribusiness and Communication Training for Extension. Land O'Lakes implemented the new agribusiness training collaborative between the MAP Directorates for agriculture education and community agriculture extension. The activity leveraged the BACET agribusiness curriculum and helps to establish the school as centers for excellence agriculture education. **See Annex E for a summary of Observations and Recommendations for the program.** The agribusiness training follows a participatory model to improve extension agents' understanding of agriculture industry in Timor-Leste, learn the principles of value chains, pricing, consumer demand, markets, and value-added. Agribusiness component leads to production planning and farm system development.



Banner for the Closing Ceremony of the Business and Communication Training Held at the Ministry of Agriculture and Fisheries

The outcomes of the training program are:

- 84 Extensionistas Completed First Series on Agri-business Principles and Leadership in Facilitation using ToP Methods
- 75 Extensionistas Completed Second Series
 - ✓ Integrated agri-business and communications
 - ✓ Reported on use of tools learned in first series
 - ✓ Demonstrated group dynamics and facilitation tools
 - ✓ Explored and compared sustainable agriculture practices
- 75 Participants Led Practical Community and Farm Mapping Exercise
- All Participants Have Tools for Problem Solving
- Built Strong Cooperation between MAP National Directorates for Agriculture Education and Community Agriculture Development
- Demonstrated ETA Natarbora as Center for Learning
 - ✓ Utilized School Classroom and Dormitory Resources
 - ✓ Utilized Computer Facility Provided by Programa BACET
- Introduced Ministry of Economic Development Business Resources to Rural Extensionistas
- Participants Practiced and Demonstrated Leadership and Communication Skills

School Administrative and Enterprise Management Initiative. ETA Don Bosco Fuloro has completed the development and start-up of a management information system. Over a six-month period, an information technology (IT) advisor implemented an IT portfolio for the Don Bosco Mission that includes school, farm, parish, and staff management. The work was completed in June 2010, following staff training and handover. The IT portfolio includes the following components:

1. Smart School Implementation, the software is called Technical Training Institute Management System. It is a web-based, client-server application and integrated for managing the academic and administrative processes, including student register, attendance, staff profiles, class timetables, and library catalog.
2. Livestock Management System deals with the operation of a farm and farm business management, including resource availability, inventories, livestock health records, and prices for inputs and sales. Don Bosco Fuloro will use it for egg production, milk production, meat production, and feed distribution.
3. Institute and Stock module is primarily an inventory system and is also used for vehicle and generator usage and maintenance.
4. Financial Management system is designed for not-for-profit organizations and covers recording of donations and fund management. The accounting system provides a set of mandatory reports: Ledger, Cash & Bank Book, Bank Reconciliation, Income & Expenditure, Balance Sheet, and Budget.
5. Other modules include: Payroll Manager; Parish Register Manager (baptisms, marriages, and other Catholic parish details); Fuloro Website (www.fuloro.com); and Institute Presenter (a tool to preview activities of the Mission and organization).

Infrastructure Improvements. At ETA Maliana, a water and sanitation improvement assessment and plan was prepared. This proposal included technical specifications and drawing. The project is delayed due to budget constraints as the MAP needs to fund the majority of the cost for improvements. Other small activities include school gardens, computer lab reorganization, installation of wireless internet for administration building, and a water installation in the Coruli section of school.

Improvements projects at Don Bosco Fuloro progressed during the quarter. The dairy roof was replaced in a cooperative effort involving a number of partners, including the Salesian Catholic Don Bosco community; Australian charity, Life, Love & Health; U.S. Marines Seabees engineering unit; Timorese army, FDTL, engineers; and the Australian Defense Force. The military units provided construction and engineering specialists. Life, Love, & Health contribute matching funds and international support. Land O'Lakes BACET provided technical advice and financial support. **See Annex D** for a communications update about the dairy roof. Under the terms of a cost-reimbursement small grant, Don Bosco Fuloro management oversees four other small improvement projects:

- Student bed replacement – manufactured at the school workshop (a BACET investment itself). Metal work is complete and assembly beginning. The project was more involved than anticipated and is requiring more time than planned. Purchase of mattresses and bedding is complete but not yet delivered.

- Student laundry areas – the drying areas are mostly complete, but the school is awaiting supply of additional translucent sheets that had to be ordered from Indonesia.
- School and farm management information system (see above)
- Student clinic/"Sick Bay" – new toilets and area improvement near completion.

<i>Indicator</i>	<i>Target</i>	<i>Achieved</i>	<i>Comment</i>
Number of academic facilities fully operative.	3	2	ETA Maliana and ETA Don Bosco Fuiloro. Extension worker training program implemented at Natarbora instead of standardized BACET courses.
Number of people participating in USG-funded workforce development programs.	165	142	41 Maliana 17 Fuiloro 84 Natarbora (84 extension workers participated in agribusiness training)
Number of people completing USG-funded workforce development programs	150	75	84 Extension workers completed the 1st Training Series; 75 Extension workers completed the 2nd Training Series held at ETA Natarbora-March to June (4 female, 71 male).
Number of people completing school management or leadership training.	5	1	1 Maliana ETA teacher completed management training in China with partner funding. An international volunteer is working full-time at Maliana school to assist school administration and oversee English language program.
Number of new school management or administrative practices applied.	4	2	Don Bosco Fuiloro has implemented a MIS system to track students, school resources, and the results of each of the

<i>Indicator</i>	<i>Target</i>	<i>Achieved</i>	<i>Comment</i>
			production units. Maliana Director participated in and applied decision making process for selection of construction contractor.

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.

BACET Graduate Enterprises. Land O'Lakes continued support for agriculture production started and managed by BACET graduates. An international agriculture advisor provides technical advice directly to producer groups who started their business with funds provided by an individual donor and Prosperity Worldwide, a non-profit organization affiliated with Land O'Lakes. Two of the production groups have progressed as business entities.

LAHO Production Group. This Oe'cusse production group specializes in the field of horticulture with the production of vegetables and fruits. The group consists of 15 young people with 10 members come from BACET graduates. The group works with other Oe'cusse farmers distributing seeds and marketing the products. In less than one year of operations, LAHO group has built a good name in society, especially in Oe'cusse town and regional Tono. Evidence of this is shown by sales activity of vegetables (chili peppers and eggplant) on market days. Consumers in the twice-weekly markets prefer LAHO's produce and their stock is usually discharged on arrival in the market. Presently they harvest pepper and eggplant two times a week earning a minimum of \$60 per harvest. Since beginning the season sales, results for chili and eggplant total \$980 (the harvest will continue until November). LAHO is also preparing for planting green beans and other vegetables and fruits. Plants that are prepared include watermelons, tomatoes, string beans, and cucumbers. Plans include planting of one hectare of watermelon on land that Oe'cusse regional government and MAP have made available to LAHO to demonstrate good agriculture practices. If successful, watermelon sales could generate over \$3500.

LAHO group also works closely with Oe'cusse farmer groups at Malelat, Pasabe and Hamnanu. These locations are in mountainous regions and have high

temperatures. The farmers in the region have very low utilization of land. The cooperation with LAHO is welcomed and is expected to increase farmers' income and become an example for other communities. LAHO has formed a cooperation agreement with farmers groups for planting ginger. With advice from Land O'Lakes, LAHO entered into a written agreement with farmer groups. LAHO will prepare ginger seeds for later sale to farmers, and harvest ginger production will be bought by the group LAHO for sale to entrepreneurs in Dili. LAHO has secured interest for the ginger from Timor Global and Acelda.

HAMALO Production Group. The BACET production group produces and markets local "broiler" chickens for the local markets in Maliana and Bobonaro. The group is based in the aldeia Saburai. The group currently raises about 75 birds, which they maintain and feed for a relatively short period and then market. As their six-month-old business develops, the group's priority is on generating sufficient cash income and leverages other agro-market related to its proximity to the Indonesian border.

ETA Don Bosco Fuiloro Production Units. The dairy at ETA Don Bosco Fuiloro made small steps toward viability. During the quarter a MAP employee trained in dairy production began an activity to aid the production and animal feed practices at Fuiloro. He established feed trials identifying eight cows to receive special fodder diet. After two months, the feed trials have provided good results. The cows in the trial have increased weight and the volume of milk produced. In addition a number of veterinarians visited the farm to assess the health of animals and make suggestions and complete tests on a bit of weight. Milk quality has improved and fresh milk has been made available after following a simple pasteurization process. As noted, the roof of the dairy barn was replaced with the support of stakeholders (**see Annex D**).

Land O'Lakes volunteer agriculture advisor (mobilized in partnership with Australia Volunteers International) provides assistance in farm management at the Don Bosco Fuiloro facility, concentrating on commercializing the dairy production unit. Further work is needed to ensure that feed supplies are sufficient and pasture grazing areas adequately seeded. Investment in the dairy infrastructure and equipment must continue. In July, two volunteer dairy specialists who have trained local staff on a recurring basis over the past five years will travel from Australia and work with the farm. Land O'Lakes is also examining quotations for new pasteurization equipment and the related capacity building requirements.

Other agriculture production units at Don Bosco Fuiloro did not demonstrate much progress during the quarter. The layer-chicken poultry operation, which had been generating significant income (and cash, approximately \$72 per day last quarter) for the charitable mission of Don Bosco Fuiloro, faced a drastic slow down in egg production. More importantly there were delays in delivery and importation of the replacement (day-old-chicks) layer stock. Despite the sales slowdown, about 5,000 new birds were delivered healthy and in a matter of time will restart egg production. There is now another commercial scale egg production facility in

Timor-Leste, so there is potential for domestic competition for egg sales in addition to competition against imported products from Malaysia.

At Fuiloro, the outlook for production of feeder pigs and fattening pigs for pork meat sales is now positive; however, the market outlet for meat processing is not yet available in the country. (See related story about BACET students' sausage making pilot.)

Neither ETA Maliana nor ETA Natarbora have organized an agriculture production system with the objective for providing food for the school or additional cash from sale of produce.

<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 Fuiloro generates revenue and cash for the priests to deliver its charitable and education mission. Sales from the piggery, dairy, and other farm activities are achieved but not commercially nor financially significant at present. A canteen was opened at Maliana by a former BACET. The food service had turn-over of approximately \$100 per month.
Number of business enterprises established and operating in communities.	5	4	HADER, LAHO, HAMALO, and Rai-Mbrun production groups. Tane is no longer operational.
Dollar value of annual gross sales for all enterprises assisted.	\$5,000	\$10,535	Quarterly Don Bosco Fuiloro egg sales and revenue for BACET Graduate production groups that are monitored.
Number of community participants attending training.	30	22	Financial record-keeping training delivered to LAHO, Rai-Mbrun, HADER, and HAMALO production groups by finance manager from Land O'Lakes.

<i>Indicator</i>	<i>Target</i>	<i>Achieved</i>	<i>Comment</i>
Number of rural families benefiting from school or student-led training.	60	5	Five (5) farmer groups in Oecusse trained and contracted to plant improved ginger seeds under contract to LAHO group. Family beneficiaries to be determined.
Number of trained individuals adopting new technologies and management or agricultural practices.	15	20	Financial management practices implemented. Five (5) farmer groups in Oecusse trained and contracted to plant improved ginger seeds under contract to LAHO group.
Number of cooperative businesses assisted	6	5	Production groups in Maliana, Natarbora, Viqueque, and Oecussa.
Number of members of cooperative businesses assisted.	30	42	Membership of groups in Maliana, Natarbora, Viqueque, and Oecussa.
Dollar value of annual gross sales for cooperatives assisted.	\$6,000	\$1,938	Quarterly earnings reviewed for five production groups. (Includes Tane, which is no longer operational.)

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 instituting a process of tracking and communicating with program graduates. A tracking process needs to be introduced or transferred to MAP-DNAF.

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 unemployed or interested graduates aware of the opportunities. LandO'Lakes also assists graduates to apply by reviewing CVs and referring applicants. The following chart presents a summary of the status for graduates.

Status of Program Graduates	2007-2008 Total	2007-2008 Percentage	2008-2009 Total	2008-2009 Percentage	Summary Total for Both Years	Summary Percentage for Both Years
Number of Students	121		112		233	
Number of Students Working	66	54.55%	31	27.68%	97	41.63%
Number of Students Continuing Education	46	38.02%	24	21.43%	70	30.04%
Number of Student UnEmploy/ Not Con't Edu	5	4.13%	24	21.43%	29	12.45%
Number of Students Unknown	4	3.31%	33	29.46%	37	15.88%
Number of Females	36		27		63	
Females Working	14	38.89%	9	33.33%	23	36.51%
Females Con't Edu	18	50.00%	5	18.52%	23	36.51%
Females UnEmploy/Not Con't Edu	1	2.78%	4	14.81%	5	7.94%
Females Unknown	3	8.33%	9	33.33%	12	19.05%
Number of Males	85		85		170	
Males Worknig	52	61.18%	22	25.88%	74	43.53%
Males Con't Edu	28	32.94%	19	22.35%	47	27.65%
Males UnEmploy/Not Con't Edu	4	4.71%	20	23.53%	24	14.12%
Males Unknown	1	1.18%	24	28.24%	25	14.71%

<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	46	Program offers computer and Internet access to graduates. And assists 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%	42%	Re-assessed each quarter, resulting in 4% decrease this period. 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 improvements for student life at ETA Maliana. Land O'Lakes organized the formal, independent assessment of water and sanitation needs at Maliana school by local NGO Bia Hula. They analyzed water flows, reviewed water and sanitation requirements, and discussed options with neighboring community leaders and residents, and discussed options with school administrators, teachers, staff, and students resident at ETA Maliana. Land O'Lakes oversaw the preparation and delivery of food for students. For a week-long BACET students were challenged to monitor and calculate the nutritional value of meals. Land O'Lakes began a demonstration in school/home gardening. Land O'Lakes promoted the distribution for garbage collection points and the planting of trees and plants to improve the aesthetics of the school campus
- At ETA Oe'cusse, Land O'Lakes delivered the shelving to start a school library. ETA Oe'cusse is affiliated with ETA Maliana and a large percentage of BACET participants have attended high school at ETA Oe'cusse. BACET graduates from Oe'cusse have shared their experiences and conducted trainings at the school.



ETA Oe'cusse's New Library

3. Other Reporting to USAID

3.1 Collaboration and Cooperation for Development

Two members of the Land O'Lakes BACET Education Team participated in a Training-of-Trainers for the USAID Cooperative Development Program (CDP). The cooperative business training introduced the AgPro system developed by Land O'Lakes. The training and travel costs were funded by the USAID CDP under the special cooperative agreement with Land O'Lakes International Development to promote and disseminate principles for cooperative business models.

The CDP meeting brought together professionals from 13 different countries who work on several agriculture development projects implemented by Land O'Lakes.

The BACET Education Team gained an understanding of how to use the Agricultural Producer Organizations Manual (AgPrO Manual) tool to support the development of producer groups and/or cooperatives. Of particular importance to BACET were models for developing a basic Business Plan and completing Financial Analysis for a small-scale agro-enterprise. The activity also built an important network between people and facilitated sharing information across countries when facing similar challenges. The AgPrO tools support the agribusiness component of BACET program by providing templates and cases studies for teachers to adapt and improve their performance.

While in America, the BACET Education Team members also visited two agricultural schools. The Agriculture and Food Sciences Academy in St. Paul, Minnesota and the Future Farmers of America (FFA group) at the Adams-Friendship High School in Adams, Wisconsin. The meeting with teachers and students provided exploration in the field of agricultural education and training at two institutions, discussing curriculum, scheduling theory, practical lessons, classroom settings, and teaching materials. Visits were made to see the mechanization workshop, greenhouse, and classrooms. The objectives of the visits were accomplished and there were many opportunities to share knowledge, experiences, and ideas across cultures. American students were interested in comparing the agricultural development stages for each country, and understanding about the climate, staple foods, and opportunities in Timor. It was clear that the students at the schools had a clear objective and high motivation to study and make a career in agricultural.

3.2 USAID Site Visit

USAID agreement officer technical representative (AOTR) visited ETA Don Bosco Fuiloro. She reviewed the improvement projects underway. Toured the livestock production area and met with the school director to understand plans for poultry, dairy, and meat production units. Accompanied by Land O'Lakes Chief of Party, the AOTR also completed site visits at other economic growth programs operating in the Lospalos and Fuiloro area.

3.3 International Travel

The following updates the planned and budgeted international travel.

For the quarter ended 30-June-2010:

- 1 Regional trip (Australia) was completed by a short-term consultant for the agricultural extension agent training activity (D. Jago).
- 1 International trip (UK) was completed by consultant for the agricultural extension agent training activity (E. Roynestad).
- 1 International return travel (Canada) in July for a ex-Princeton-in-Asia Fellow who completed one year as Student Support Specialist international volunteer (M. Mason).

- 1 Regional trip (return only from Australia) was completed by spouse of Chief of Party, returning to Timor-Leste after medical evacuation for hemorrhagic dengue fever (A. Heese).

For the quarter ended 30-September-2010, the following international travel is planned:

- Mobilization travel from USA in July for a new Princeton-in-Asia Fellow who will volunteer for one year as Student Support Specialist (T. Dozier).
- Home Leave travel for Chief of Party and family to USA in July/August (M. Parr, M. Parr, A. Parr, and A. Heese)
- 2 Regional trips (Australia) cost-share with Kiwanis in July for volunteer advisors to provide dairy production assistance for dairy at ETA Don Bosco Fuloro (R. Tompkins, B. Read).
- 1 International trip (Portugal) in August/September for International Vocational Education Instructor per employment agreement (T. da Cunha).
- 1 trip (USA) for Chief of Party to Land O'Lakes project management meeting (M. Parr).

Annex A

BACET Focal Point Reports Produced During Quarter

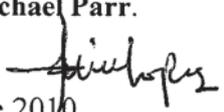
1. Maliana – April 2010
2. Fuiloro – April – June 2010

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

Número : 06/BACET-M/IV/2010

Ba : Ex ^{mo}. Director Nacional de Formação Agrícola do Ministério da
Agricultura e Pescas, Eng. **Ipolito da Costa**

Cc : Ex ^{mo}. Director Escola Tecnica Agrícola de Moleana. Eng. **Paulo Afonso**
Ex ^{mo}. Chief Of Party Land O' Lakes, BACET, **Michael Parr.**

Husi : **Aniceto Lopes**, Ponto Vocal BACET-Maliana 

Assunto : Relatorio Actividades BACET Fulan Abril de 2010

Data : 30 Abril de 2010

Ho Respeito,

Baseia ba assunto iha leten ami hato'o relatorio Actividades BACET Maliana ba fulan Abril de 2010 hanesan tuir mai:

- I. Numero Estudante Sira: 40 Pessoas
- II. Actividades Grupo sira ne'ebe hala'o Rotasaun:
 1. Actividades grupo Horticultura:
 - Aprendizagem iha Classe (Teoria) tuir silabus nebe iha
 - Halo manutensaun ba modo alfase, mostarda, bringela, tomate.
 2. Actividades grupo Pecuaría:
 - Aprendizagem iha salaun (teoria), tuir silabus nebe iha
 - Halo manutensaun ba manu, nebe hanesan: fo han, hemu, sanitasaun, vaksinasaun.
 3. Actividades grupo Agromekanik:
 - Aprendizagem iha salaun (teoria)
 - Koa plat halo landak (grinda)
 - Solda grobak
 - Solda bajak sinkal tohar
 - Koa besi pipa halo landak (grinda)
 4. Actividades grupo Agribisnis
 - Hanorin teoria iha aulas konaba analisis rugi laba
 - Halo diskusaun konaba actividades nebe halao durante semana ida nia laran.
 - Halo estudu mercadu iha Maliana no fatin seluktan
 - Pratika kuda modo iha area hortikultura
 - Hanorin nomos halo diskusaun konaba buku kas harian.

III. Hanoin Professor sira konaba metode hanorin no Silabus:

- Husi professor Horticultura: Metode hanorin ne'ebe diak precisa teoria, prática, Discussão grupo nomos fo evaluasaun kona ba sira nia resultado aprendizagem. Pratika hortikultura menus irigasaun.
- Husi professor Agromecanik: Alunos laiha inisiativo no kreatividade iha prosesu aprende no pratika, e kurikulum nebe iha diak tamba iha planu ida-idak ba pratika nebe ke atu halao.
- Husi professor Agropecuario: Metode hanorin (ceramah, halo pratika), maibe menus equipamento pratika ba pekuaria hanesan: Aimoruk, injeksaun no mos vasinasaun.
- Husi Professor Agribisnis: Tuir silabus nebe ami hanorin ba semester ida ne'e teoria remata ona. Ami husu ba Land O' Lakes bele prepara materia ba semester II (rua) nebe iha silabus laran ona.

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

- Iha 26 fulan Abril 2010 estudante BACET no professors sira halao visita estudo iha Distritu Ermera, Sub-distrito Rai-Laku hodi hare konaba oinsa ema halao manajementu ba hakiak manu petelur iha fatin neba.
- Hamutuk ho "Bia Hula" halo survey ba planu atu dada be'e iha kompleks eskola tomak no sukat kanunebe atu uja hodi dada be'e.
- Demonstrasaun konaba halo kantrareiro no kuda mostarda, tomato, bringela, Alfasi.
- Halo demonstrasaun konaba hakiak manu nebe diak.

V. Plano ba Fulan oin mai :

- Husi grupo Hortikultura:
 - Atu kolheta modo mostarda, alfase, tomate.
 - Sei kuda nafatin modo hanesan alface, mostarda, kankung
 - Haho manutensaun ba modo oan sira.
 - Pratika Paska panen konaba produtus lokais nebe iha rai laran.
- Husi grupo Pecuarria:
 - Atu fan fali manu nebe bo'ot ona , hodi hola fila fali manu seluk (atu kontinua hakiak tuta fali manu oan foun).
- Husi grupo Agromekanika:
 - Halo grobak, landak
 - Ajuda solda besi ba comunidade
 - Servisu hamutuk ho Bia Hula kuandu realija projekto.
- Husi grupo Agribisnis:
 - Halo exam semestral primeiro ba estudante BACET
 - Pratika halao Paska panen
 - Aprendizagem iha Classe (Teoria):

- o Manajemnt sumberdaya manusia
- o Memotivasi orang
- o Pemasaran dan penjualan
- o Perencanaan pemasara
- Halao estudu merkadu
- Halao manutensaun ba modo nebe kuda

VI. Osan Sai no Tama Fulan Fevereiro de 2009.

No	Grupo Rotasaun	Saldo Anterior (\$)	Osan Tama(\$)	Osan Sai (\$)	Saldo (\$)
1.		326.50	9.50	53.00	283.00
2.	Hortikultura	-	-	-	-
3.	Pecuaría	-	-	-	-
4.	Agribisnis	-	-	-	-
5.	Agromekanika	-	-	-	-
Total		\$ 326.50	\$ 9.50	\$ 53.00	\$ 283.00

VII. Seluk-seluktan

Geralmente prosesu aprendizagem iha Classe ba materia sira hotu la'o diak. Konaba materia Ingles no IT/Komputador la'o diak. Estudante sira hetan progreso diak iha materia Ingles no Komputador. Materia komputador Estudantes estuda ona Programa Microsoft Word Basico, Microsoft Excel Basico, 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:

Hadia fila fali Internet ne'ebe agora komesa falha bebeik no prosesu kleur liu (low speed) tamba Materia Komputador hahu tama ona aprende uza Internet husi estudante sira.

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

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

Número : 112/BACET-M/V/2010

Ba : Ex^{mo}. Director Nacional de Formação Agrícola do Ministério da Agricultura e Pescas, Eng. **Ipolito da Costa**

Cc : Ex^{mo}. Director Escola Técnica Agrícola de Moleana. Eng. **Paulo Afonso**
Ex^{mo}. Chief Of Party Land O' Lakes. BACET. **Michael Parr.**

Husi Assunto : **Pedro Monteiro.** Ponto Vocal BACET-Maliana
: Relatório Actividades BACET Fulan Maio de 2010

Data : 30 Maio de 2010

Ho Respeito.

Baseia ba assunto iha leten ami hato'o relatorio Actividades BACET Maliana ba fulan Maio de 2010 hanesan tuir mai:

- I. Numero Estudante Sira: 40 Pessoas
- II. Actividades Grupo sira ne'ebe hala'o Rotasaun:
 1. Actividades grupo Horticultura:
 - Aprendizagem ih sala de aulas (Teoria) tuir silabus nebe iha
 - Halo diskusaun grupu iha sala.
 - Halo manutensaun ba modo.
 2. Actividades grupo Pecuaría:
 - Aprendizagem iha salaun (teoria), tuir silabus nebe iha
 - Halo manutensaun ba manu, nebe hanesan: fo han, hemu, sanitasaun
 - Faan manu ba konsumi dores nebe besik
 3. Actividades grupo Agromekanik:
 - Aprendizagem iha salaun (teoria)
 - Halo landak
 - Halo gerobak
 - Hadia gerador
 - Kontrola no cek instalasi listrik asrama
 - Solda kanu besi
 4. Actividades grupo Agribisnis
 - Aprendizagen iha sala de aulas (teoria) tuir silabus nebe iha.
 - Halo diskusaun grupu iha sala de aulas kada semana dala ida
 - Halo estudu mercadu iha Dili, Maliana, no fatin sira nebe besik
 - Pratika halo manutensaun ba modo iha area hortikultura
 - Koileta modo no mos faan ba consumidores sira.
 - Hanorin nomos halo diskusaun konaba buku kas harian.

III. Hanoin Professor sira konaba metode hanorin no Silabus:

- Husi professor Horticultura: Metode hanorin ne'ebe diak precisa teoria, prática, Discussão grupo nomos fo evaluasaun kona ba sira nia resultado aprendizagem. Pratika hortikultura menus irigasaun.
- Husi professor Agromecanik: Alunos ladun iha keaktifan nebe maksimu. alunos la iha interesse no inisiativa wainhira estuda. silabus nebe iha diak no bele aplika duni iha pratika.
- Husi professor Agropecuario: Metode hanorin (ceramah. halo pratika). maibe menus equipamento pratika ba pekuaria hanesan: Aimoruk. injeksaun no mos vasinasaun.
- Husi Professor Agribisnis: Tuir silabus nebe ami hanorin ba semester ida ne,e lao diak maibe kona ba silabus precisa hadia tan.

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

- Visitasaun hosi Land O' Lakes
- Halo planu serviso hamutuk ho GTZ kona ba halo Landak no agora dadauk iha iha ona exemplo landak nebe lori ona ba GTZ hodi halo Test nebe tuir informasaun GTZ sei suporta material landak.
- Formasaun hosi diresaun agricultura Distrito kona ba moras nebe ataka animal liu-liu animal manu.
- Hanorin material kona ba bisnis plan
- Halao actividade faan modo mostarda

V. Ajudasaun hosi Land O' Lakes ba programa Bacet iha fulan maio nia laran hanesan tuir mai nene :

- Gajoel bidon ida (1)
- Gajolina bidon rua (2)
- Suporta finanjeiro ba Senhora Veneranda hodi halao treinamento food prosening ba produktu local iha madre salesiana Cailaco ho total osan \$ 150.00

VI. Plano ba Fulan oin mai (Fulan Junho de 2010):

- Husi grupo Hortikultura:
 - Atu kolheta modo mostarda
 - Sei kuda nafatin modo hanesan kankung
 - Pratika Paska panen konaba produsos lokais nebe iha rai laran.
- Husi grupo Pecuarria:
 - Atu fan fali manu nebe bo'ot ona , hodi hola fila fali manu seluk (atu kontinua hakiak tuta fali manu oan foun).
 - Formasaun hosi diresaun agricultura Distrito kona ba moras nebe ataka animal liu-liu animal manu
- Husi grupo Agromekanika:
 - Halo grobak, landak

- Ajuda solda besi ba komunidadade
- Servisu hamutuk ho Bia Hula kuandu realija projekto.
- Husi grupo Agribisnis:
 - Aprendizagem iha Classe (Teoria):
 - Memotivasi orang
 - Pemasaran dan penjualan
 - Perencanaan pemasara
 - Business plan
 - Halao estudu merkadu
 - Halao pratika kuda modo kankung

VII. Osan Sai no Tama Fulan Fevereiro de 2009.

No	Grupo Rotasaun	Saldo Anterior (\$)	Osan Tama(\$)	Osan Sai (\$)	Saldo (\$)
1.		283.00	200.00	195.20	287.80
2.	Hortikultura	-	-	-	-
3.	Pecuaria	-	-	-	-
4.	Agribisnis	-	-	-	-
5.	Agromekanika	-	-	-	-
	Total	S 283.00	S 200.00	S 195.00	S 287.80

VIII. Seluk-seluktan

Geralmente prosesu aprendizagem iha Classe ba materia sira hotu la'o diak. Konaba materia Ingles no IT/Komputador la'o diak. Estudante sira hetan progreso diak iha materia Ingles no Komputador. Materia komputador Estudantes estuda ona Programa Microsoft Word Basico, Microsoft Excel Basico, Power Point no Internet Basico antes tama ba iha nivel avancado iha segundo semestre ba programa sira ne'e hotu.

IX. Rekomendasaun:

Husu ba DNFA ou LOL atu:

Hadia fila fali Internet ne'ebe agora komesa falha bebeik no prosesu kleur liu (low speed) tamba Materia Komputador hahu tama ona aprende uza Internet husi estudante sira. Gerador mos agora faila hela deita ne'e duni ami husu para troka foun fali.

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

**BUILDING AGRIBUSINESS CAPACITY IN EAST TIMOR
(BACET)
DON BOSCO FUILORO-LOSPALOS**

Hato'o ba : Sr. Ipolito da Costa
Director Nacional da Formação Agrícola (DNFA) do Ministério da
Agricultura e Pescas

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

Assunto : Relatoriu Mensal Aktividade Programa BACET Fuiloro ba fulan Abril,
de 2010

Data : 4 de Maio de 2010

I. NUMERO ESTUDANTE :

Numeru estudante husi fulan Abril 2010 ho total estudante nain 17 (Sanolu resin Hitu) feto
nain 3 (tolu) no mane ema nain 14 (Sanolu resin ha'at).

II. AKTIVIDADES GRUPO BA FULAN FEVEREIRO

No	Naran Grupo	Aktividades	Obs
1	Grupo Agro-Pecuário 1. Eduardo Soares 2. Natalino V. Soares 3. Tereza da graça 4. Joaquin Alves Assis	<ul style="list-style-type: none"> • Participa aulas tuir horário • Hala'o diskusaun • Plano práktika iha terreno • Kontinua halao manutensaun ba fahi VDL(Veredalde Duroc landrace) iha Aman rua nebe hakiak husi fulan kotuk • Kontinua tetu fahi nia todan kada semana ida dala ida • Prepara hahan local hanesan batar dulas, nu,u no legume husi modo tahan restu. 	Hare iha Anexo
2	Grupo Horticultura 1. Atanasio Soares 2. Agapito da Silva 3. Almerita de Araujo 4. Inacio Cardoso 5. Nicolau Faria	<ul style="list-style-type: none"> • Participa aulas tuir horário • Hala'o diskusaun • Plano práktika iha terreno • Kontinua halao manutensaun ba modo nebe kuda tiha ona husi fulan Março hanesan; Repolho, Mustarda, 	Hare iha Anexo

		<p>Bringela, Koto nurak no Baria.</p> <ul style="list-style-type: none"> Ba faan modo Mustarda iha Merkado Lospalos. Troka ka kuda fali Baria no Fore nebe mate (Penyulaman) Rega Pestisida Kimiko (BASSA) ba repolho ho ninia takaran 2 cc / air. Prepara ai (turus) ho nia medidas 2 meter. Halo lanjaran ba Baria no Koto nurak. 	
3	<p>Grupo Agro-Mecánico</p> <ol style="list-style-type: none"> Americo de Deus E. Joanico Tilman Gabriel Seco Abi Rofina da Costa Celestinho Assunção Soares 	<ol style="list-style-type: none"> Participa aulas tuir horário Halao nafatin diskusaun iha aulas Kontinua halo Manu luhan atu hakiak manu lokal. Kontinua halo gaveta, atu monta ba kama. Kontinua solda Box prepara atu halo adubu Kompos 	Hare iha Anexo
4	<p>Grupo Agro-Negócio</p> <ol style="list-style-type: none"> Dinis Amaral Cesario da Silva.C Triponio dos Santos Marques 	<ol style="list-style-type: none"> Participa aulas tuir horário Hala'o diskusaun Plano aktividade prátika iha terreno Buka informasaun merkado ho objektivo atu hatene folin manu lokal nebe faan iha merkado. Halo Contabilidade konaba Osan tama no sai Ajuda grupo hortikultura iha tempu komoditi 	Hare iha relatorio osan sai no tama.

III. RELATORIO HUSI ESTUDANTE SIRA KONABA OSAN TAMA NO SAI

NO Res	Data	Deskrisaun	Debet	Credit	Balance	Code
	08/04/2010	Loke Balanço ka saldo husi fulan Março			\$309.65	
24	10/04/2010	Sosa Tripleks ho objektivo atu taka surat tahan nebe hodi hakerek proseso osan tama no sai.		\$ 27.00	\$282.65	
08	10/04/2010	Selu transporte ba Faan modo Mustarda iha merkado Lospalos	\$ 2.50		\$280.15	

09	10/04/2010	Osan tama husi modo nebe faan iha merkado Lospalos	\$11.00		\$291.15	
10	12/04/2010	Faan modo direktamente iha toos ka lahan hortikultura	\$1.00		\$292.15	
25	12/04/2010	Sosa tali raffia Roll 1		\$3.50	\$288.65	
26	16/04/2010	Ba sosa manu futu iha merkadoLospalos no selu transporte		\$ 16.00	\$272.65	
11	17/04/2010	Osan restu husi compras sosa manu futu	\$ 2.00		\$274.65	
27	28/04/2010	Selu osan ba ema nebe tau matan fahi no modo durante loron rua.		\$10.00	\$264.65	
12	29/04/2010	Faan modo mutin	\$5.00		\$269.65	
13	30/04/2010	Faan modo repolho	\$3.00		\$272.65	

IV. HANORIN HUSI PROFESSOR SIRA KONABA METODE HANORIN NO SILABU

Konaba metodo hanourin husi professores sira tuir nafatin silabu, teoria ho pratitka no konaba proseso aprendeziagem ba alunos sira lao diak nafatin.

V. AKTIVIDADE SELUK

1. Halao serbisu iha comunidade ruma. (**Seidauk halao**)
2. Treinamentu ruma nebe Estudante sira simu ba fulan ida ne'e sidauk halao / laiha:
3. Bainaka sira mak mai visita eskola (laiha)
4. Pratica sukat luan habokur karau vaka
5. Estudante halao ona Izame ba etapa premeiro ninian hahu husi dia 19 - 24 de Abril de 2010.
6. Visita Estudante ba fatin ruma:
 - Halao Field Trip ka Estudo Komparativo iha Hotel One More Bar konaba Demonstrasaun oho no koa naan fahi.
 - Halao Visita ba Projeto Chicken Production iha Railaco-Ermera.
7. Demonstrasaun: Iha area **Mecanico** mak: solda gaveta, solda Box prepara ba kompos halo kama (tempat tidur) no quadro informasaun (papan Pengumuman); Iha area **Agropecuaria**: halo kandang no espermentasaun ransum ka fo hahan ba fahi. Iha area **Horticultura** mak hanesan Hakiak ka produs modo nebe diak ka kualidade iha merkado. Iha area **Agro-Negocio** mak Halo Contabilidade konaba osan tama no sai, buka informasaun konaba Preço konaba produto nebe grupo seluk hakiak hanesan Modo.

VI. PLANO BA FULAN OIN MAI

- a) Planu husi materia **Pecuarria** ba fulan oin mai sei halo fatin foer fahi nian no analisa usaha konaba manu Broiler, Layan no Lokal, Pematangan (oho) Karkas Manu.

- b) Plano husi materia **Hortikultura** ba fulan oinmai mak sei hanourin konaba Proceso Ai-han ka (Food Processing).
- c) Planu husi materia **komputador** ba fulan oin mai mak sei revieu fali konaba program nebe hanourin ona hanesan Microsoft Word, Excel, PowerPoint no Internet Explorer.
- d) Planu husi materia **Mecanico** mak sei halo behu batar simples, no sei tuir materia ida-idak nia nesicidade.
- e) Planu husi materia **Agribisnis** mak sei hanorin tuir silabu.



Focal Point BACET
Me. Carlos da Costa

Anexo: Diskrisaun Aktiwidades

1. Grupo Pecuaría: Habokur Fahi VDL (2 ekor ♂) ho tipo ransu sei tuir nafatin husi fulan Março hanesan:

Ransu Jadi 0.5 kg/ek/hr x 2ek = 1 kg

Ransu Lokal 2.5 kg/ek/hr x 2 ek = 5 kg

Kombinasaun ransu local mak: Hudi kain, Nu'u no Batar u'ut no Modo tahan restu.

Tabela Proseso Aumenta Fahi nia Todan kada semana.

Kodigu Animal	Minggu XI	Minggu XII	Minggu XIII	Minggu XIV
Babi A	58 kg	60 kg	65 kg	70 kg
Babi B	63 kg	65 kg	70 kg	75 kg

2. Grupo Horticultura: halo bedengan no kuda fini

Aktiwidade	Deskrisaun	Volume/Total
Rega ho Pestisida Kimiko ba Repolho no Mustarda.	Pestisida nebe uja ho modelo BASSA ho intensaun atu oho insekta nebe ataka repolho no mustarda.	2 cc / liter air.

3. Grupo Mecanico nia aktiwidade mak tuir mai ne'e:

Aktiwidade	Deskrisaun	Volume
Halo Tempat kompos	Kontinua Halo fatin adubus Alat: plat sen dan mesin gerida	1 buah 1 buah 1 buah
Halo fatin adubus (pembuatan tempat kompos)	Kontinua halo uma (rumah) kompos Ho medidas, naruk 1 m no lebar 75cm Alat: Palu Bahan: ↓ Daun kelapa sekitar ↓ Tali tradisional ↓ kayu sebanyak 6 batan dengan ukurang panjang 2 m – 2,25cm	1 buah 1 buah 20 buah 10 buah 6 buah
Halao Planu hakiak manu lokal	Kontinua halao planu hakiak manu local no halo konta analisa usaha: Alat/bahan : ↓ Ayam betina ↓ Ayam jantan ↓ Jagung ↓ Vitamin ↓ Vaksin	 5 Ekor 20 Ekor 50 kg 2 tablet 2 tablet
Halo Manu luhan.	Kontinua halo manu luhan ○ Lalin nu tahan ○ Tau redi iha ninin	

**BUILDING AGRIBUSINESS CAPACITY IN EAST TIMOR
(BACET)
DON BOSCO FUILORO-LOSPALOS**

Hato' o ba : Sr. Ipolito da Costa
Director Nacional da Formação Agrícola (DNFA) do Ministério da Agricultura e Pescas

Assunto :Relatoriu Mensal Aktividade Programa BACET Fuiloro ba fulan Maio, de 2010

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

Data :1 de Maio de 2010

I. NUMERO ESTUDANTE :

Numeru estudante husi fulan Maio 2010 ho total estudante nain 17 (Sanolu resin Hitu) fetu nain 3 (tolu) no mane ema nain 14 (Sanolu resin ha'at).

II. AKTIVIDADES GRUPO BA FULAN FEVEREIRO

No	Naran Grupo	Aktividades	Obs
1	Grupo Agro-Pecuário 1. Agapito da Silva 2. Almerita Amaral 3. Atanasio Soares 4. Inacio Cardoso 5. Nicolao Faria	<ul style="list-style-type: none"> • Participa aulas tuir horário • Hala' o diskusaun • Plano práktika iha terreno • Kontinua halao manutensaun ba fahi VDL(Veredalde Duroc landrace) iha Aman rua nebe hakiak husi fulan kotuk • Halo recording no kontinua tetu fahi nia todan kada semana ida dala ida • Prepara hahan local hanesan batar dulas, nu,u no legume husi modo tahan restu. • Kontinua tetu fahi nia berat badan kada semana-semama. • Ajuda serbisu ba escola ETA iha Natar durante loron rua nia laran. 	Hare iha Anexo
2	Grupo Horticultura 1. Eduardo Soares 2. Joaquin Alves Assis 3. Natalino V. Soares 4. Tereza da graça	<ul style="list-style-type: none"> • Participa aulas tuir horário • Hala' o diskusaun • Plano práktika iha terreno • Halao manutensaun ba modo hanesan Repolho Bringela, Koto 	Hare iha Anexo

		<p>nurak no Baria.</p> <ul style="list-style-type: none"> • Ba faan modo Repolh iha Merkado Lospalos. • Prepara kantredu ba modo nebe planu atu kuda iha fula Junho. • Ajuda serbisu ba escola ETA iha Natar durante loron rua nia laran. 	
3	<p>Grupo Agro-Mecánico</p> <ol style="list-style-type: none"> 1. Dinis Amaral 2. Cesario da Silva.C 3. Triponio dos Santos Marques 	<ol style="list-style-type: none"> 1. Participa aulas tuir horário 2. Halao nafatin diskusaun iha aulas 3. Treino Solda Cair 4. Kuinhesementu konaba mesin las. 5. Hadia ou kadi Insada prepara ba grupo Hortikultura. 6. Continua halo gaveta, atu monta ba kama. 7. Continua solda Box prepara atu halo adubu Kompos 8. Ajuda serbisu ba escola ETA iha Natar durante loron rua nia laran. 	Hare iha Anexo
4	<p>Grupo Agro-Negócio</p> <ol style="list-style-type: none"> 1. Americo de Deus E. 2. Joanico Tilman 3. Gabriel Seco Abi 4. Rofina da Costa 5. Celestinho Assunçao Soares 	<ol style="list-style-type: none"> 1. Participa aulas tuir horário 2. Hala'o diskusaun 3. Plano aktividade prátika iha terreno 4. Buka informasaun merkado ho objektivo atu hatene preço modo nebe atu kuda iha fulan junho oin mai hanesan; Alfase, Mustarda, Pachoi, Fore naruk, no seluk tan iha merkado. 5. Continua nafatin halo Contabilidade konaba Osan tama no sai 6. Ajuda grupo hortikultura iha tempu komoditi 7. Ajuda serbisu ba escola ETA iha Natar durante loron rua nia laran. 8. 	Hare iha relatorio osan sai no tama.

III. RELATORIO HUSI ESTUDANTE SIRA KONABA OSAN TAMA NO SAI

NO	Data	Deskrisaun	Debet	Credit	Balance
	01/05/2010	Saldo husi Fulan April			\$272.65
29	05/05/2010	Transporte ba faan modo repolho iha Merkado Lospalos PP		\$ 5.00	\$ 267.65
14	05/05/2010	Osan tama husi Repolho nebe faan iha Merkado Lospalos	\$ 22.00		\$ 289.65
15	10/05/2010	Osan tama husi Repolho nebe faan iha To'os Hortikultura.	\$2.00		\$ 291.65
30	15/05/2010	Foti osan husi grupo Pécuaria atu sosa Batar ba fahi.		\$ 25.00	\$ 266.65
16	05/05/2010	Osan restu husi batar nebe sosa.	\$ 6.00		\$ 272.65

IV. HANORIN HUSI PROFESSOR SIRA KONABA METODE HANORIN NO SILABU

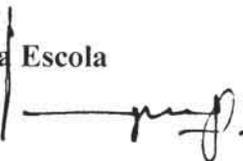
Konaba metodo hanourin husi professores sira tuir nafatin silabu, teoria ho pratitka no konaba proseso aprendeziagem ba alunos sira lao diak nafatin.

V. AKTIVIDADE SELUK

1. Halao serbisu iha comunidade ruma. (**Ajuda serbisu ba Escola ETA iha natar durante loron rua**)
2. Treinamentu ruma nebe Estudante sira simu ba fulan ida ne'e sidauk halao / laiha:
3. Bainaka sira mak mai visita eskola (laiha)
4. Visita Estudante ba fatin ruma: (**Seidauk**)
5. Demostrasaun: Iha area **Mecanico** mak: Treino solda cair no kuinhesementu konaba material hanesan: Mesin las. **Agropecuaria**: Kontinua halo rekording ba fahi no kontinua halo ransum lokal husi: Batar dulas, Legum (Modo tahan restu) Nu'u maran no hudi kain. Iha area **Horticultura** mak hanesan Hakiak ka produs modo nebe diak ka kualidade iha merkado. Iha area **Agro-Negocio** mak kontinua halo Contabilidade konaba osan tama no sai, buka informasaun Merlado konaba Preço produto nebe grupo seluk hakiak hanesan Modo.
6. Iha area Lingua Ingles halao pratika negosiasaun iha tempu komoditi no pratika halo dialogu iha tempu kalan.

VI. PLANO BA FULAN OIN MAI

- a) Planu husi materia **Pecuaría** ba fulan oin mai sei hanourin konaba Manu ka Avés ho topico konaba, Luhan, DOC, no Recording.
- b) Plano husi materia **Hortikultura** ba fulan oin mai mak sei hanourin konaba Proseso Ai-han ka (Food Processing).
- c) Planu husi materia **komputador** ba fulan oin mai konaba Internet Explorer sei kontinua hanourin konaba Send File liu husi Attac File no sei revieu fail programa seluk nebe hanourin ona iha fulan kotuk..
- d) Planu husi materia **Mecanico** mak sei hanourin konaba Elektrisidade.
- e) Planu husi materia **Agribisnis** mak sei hanorin konaba Motivasi dan Proses Pemasaran.
- f) Planu husi **materia Ingles** Sei hanourin konaba Confirmation question (Do / does), Adverb no Comparison, infinitive, Uncoun table / Countable nouns, Wrong Sentences.


Director da Escola


Pe. Jose Vattaparambil, SDB


Focal Point

Me. Carlos da Costa

Anexo: Deskrisaun Atividades

1. Grupo Pecuaría: Habokur Fahi VDL (2 ekor ♂) ho tipo ransu sei tuir nafatin husi fulan

Março hanesan:

Ransu Jadi 0.5 kg/ek/hr x 2ek = 1 kg

Ransu Lokal 2.5 kg/ek/hr x 2 ek = 5 kg

Kombinasaun ransu local mak: Hudi kain, Nu'u no Batar u'ut no Modo tahan restu.

Tabela Proseso Aumenta Fahi nia Todan kada semana.

Kodigu Animal	Minggu XIV	Minggu XVII
Babi A	70 kg	80 kg
Babi B	75 kg	85 kg

2. Grupo Horticultura: halo bedengan no kuda fini

Aktividade	Deskrisaun	Volume/Total
Faan Modo	Ba faan Repolho iha Mercado Lospalos. Repolho nebe faan kada krop ida ho nia preço \$ 0.50 no	total pendapatan husi repolho hamutuk \$ 24.00

3. Grupo Mecanico nia aktividade mak tuir mai ne'e:

Aktividade	Deskrisaun	Volume
Treino Solda Cair	Treino mesin las / mesin listrik Elektroda 2.6 cm Tang Penjepit, Ropeng Masker dll.	
Halo Manu luhan.	Kontinua halo manu luhan o Tau Aikabelak iha ninin no taka tan kalen iha kakuluk.	Kalen tahan 2
Prepara sasan pratika ba grupo Hortikultura	Hadia ka kadi ensada no Skop	- Ensada 6 buah - Skop 4 buah

**BUILDING AGRIBUSINESS CAPACITY IN EAST TIMOR
(BACET)
DON BOSCO FUILORO-LOSPALOS**

Hato'o ba : Sr. Ipolito da Costa
Director Nacional da Formação Agrícola (DNFA) do Ministério da Agricultura e Pescas

Assunto :Relatoriu Mensal Aktividade Programa BACET Fuiloro ba fulan
Junho Maio, de 2010

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

Data 31 de Junho de 2010

I. NUMERO ESTUDANTE :

Numeru estudante husi fulan Junho 2010 ho total estudante nain 17 (Sanolu resin Hitu) feto nain 3 (tolu) no mane 14 (Sanolu resin ha'at).

II. AKTIVIDADES GRUPO BA FULAN JUNHO

No	Naran Grupo	Aktividades	Obs
1	Grupo Agro-Pecuário 1. Inacio Cardoso 2. Agapito da Silva 3. Almerita Amaral 4. Atanasio Soares 5. Nicolao Faria	<ul style="list-style-type: none"> • Participa aulas tuir horário • Hala'o diskusaun • Plano práktika iha terreno • Kontinua hakiak ba fahi VDL(Veredalde Duroc landrace) iha Aman rua nebe hakiak husi fulan kotuk • Prepara hahan local hanesan batar dulas, nu,u no legume husi modo tahan restu. • Halao kontabilidade ka sura input ba fahi nebe atu uja hodi halo Sourisu no determina nia preço kada kilo grama (kg) • Ba halo sourisu iha Dili (One More Barr) husi fahi nebe estudante hakiak • Halo Promosaun Sourisu iha Supermarket hanesan: Leader, Landmark Plaza, Kmanek no Lita Stor tuir nia preço \$ 15.00/kg • Halao Visita ba grupo nebe halo Sourisu lokal iha Taibesi 	Hare iha Anexo

2	Grupo Horticultura 1. Eduardo Soares 2. Joaquin Alves Assis 3. Natalino V. Soares 4. Tereza da graça	<ul style="list-style-type: none"> • Participa aulas tuir horário • Hala'o diskusaun • Plano práktika iha terreno • Halo kantredu no fatin Vibeiros • Halo saluran drainase • Kari fini ba vibeiros hanesan repolho, alfese no Mustarda • Halo kantredu no kari pupuk dasar. • Halo koker ba repolho no alfase • Muda fini husi koker ba kantredu. • Halo manutensaun hanesan: Troka modo oan nebe mate rega no hamos du'ut. 	Hare iha Anexo
3	Grupo Agro-Mecánico 1. Dinis Amaral 2. Cesario da Silva.C 3. Triponio dos Santos Marques	<ol style="list-style-type: none"> 1. Participa aulas tuir horário 2. Halao nafatin diskusaun iha aulas 3. Halo odamatan ba Manu Luhan 4. Halo kotak pengiris kripik 5. Halo Box Fahi fatin atu tula ba Dili hodi halo Sourisu 6. Kontinua treinu solda no ajuda halo kama. 	Hare iha Anexo
4	Grupo Agro-Negócio 1. Americo de Deus E. 2. Joanico Tilman 3. Gabriel Seco Abi 4. Rofina da Costa 5. Celestinho Assunçao Soares	<ol style="list-style-type: none"> 1. Participa aulas tuir horário 2. Hala'o diskusaun 3. Plano aktividade prátika iha terreno 4. Hakiak Manu lokal hodi halo negsio 5. Prepara hahan ba manu. 6. Halo Kripik hudi no faan ba kios (Kanti) 7. Kontinua halo Contabilidade konaba Osan tama no sai 	Hare iha relatorio osan sai no tama.

III. RELATORIO HUSI ESTUDANTE SIRA KONABA OSAN TAMA NO SAI BA FULAN JUNHO

NO	Data	Deskrisaun	Debet	Credit	Balance
	01/06/2010	Osan Khas husi Fulan Maio			\$272.65
1	04/06/2010	Foti Osan hodi sosa batar ba Manu, Selu transporte lospalos-Fuiloro PP, kota-merkado atu sosa arame.(Merkadoria)		\$ 10.00	\$ 262.65
2	04/05/2010	Osan restu husi Batar(Pecuaría)	\$ 0.20		\$ 262.85
3	12/06/2010	Sosa Material atu halo kripik hodi halo negosio (Grupo Merkadoria)		\$10.50	\$ 252.35
4	12/06/2010	Hola batar ba fahi (Pecuaría)		\$25.00	\$227.35
5	14/06/2010	Foti osan hodi sosa Manu lokal atu hakiak no faan (Merkadoria)		\$47.00	\$ 180.35
6	15/06/2010	Osan restu husi sosa batar fahi (Grupo Pecuaría)	\$ 10.75		\$ 191.10
7	17/06/2010	Foti osan atu selu transporte ba halo Sourisu iha Dili One More Barr) (Pecuaría)		\$ 100.00	\$ 91.00
8	18/06/2010	Sosa tan Manu lokal atu hakiak (Merkadoria)		\$ 35.00	\$ 56.10
9	30/06/2010	Sosa Lampu Ampolas 2 no Fitin ida atu uja ba Manu luan (Merkadoria)		\$ 3.75	\$ 52.35
10	30/06/2010	Osan tama husi produsaun fahi nebe uja hodi halo Sourisu iha Dili-One More Bar (Pecuaría)	\$ 453.00		\$ 505.35
11	30/06/2010	Osan tama husi Kripik nebe halo (Grupo Merkadoria)	\$ 9.25		\$ 514.6

IV. HANORIN HUSI PROFESSOR SIRA KONABA METODE HANORIN NO SILABU

Konaba metodo hanourin husi professores sira tuir nafatin silabu, teoria ho pratitka no konaba proseso aprendeziagem ba alunos sira lao diak nafatin.

V. AKTIVIDADE SELUK

1. Halao serbisu iha komunidadu ruma. (**Laiha**)
2. Treinamentu ruma nebe Estudante sira simu ba fulan ida ne'e: Halao treinamentu konaba Meat Processing no Preservation hanesan: Halo Telur asin no demonstrasaun oho Manu no koa tuir nia parte naan nebe diak ba merkado.
3. Bainaka sira mak mai visita eskola (**laiha**)
4. Visita Estudante ba fatin ruma: (**Estudante grupo Pecuaria ba visita grupo nebe halo Sourisu lokal iha Taibesi-Kulu Hun**)
5. Demostrasaun: **Iha area Mecanico** mak: Treinu konaba carpintaria, pratika instalasaun ba electrisidade. **Agropecuaria**: Halao diskusaun konaba halo ransum lokal ba Manu nebe grupo merkadoria hakiak, demonstrasaun halo Meat processing no preservation hanesan: Oho no koa manu tuir nia parte naan nebe diak ba merkadu no pratika halo Telur asin (Manu Tolun masin). **Iha area Horticultura**: Demonstrasaun halao prosesamentu ai-han husi prdutu lokal konaba: Kripik husi Hudi, Aifarina no fehuk, Marmelada husi Lakeru, Rebusadu husi Nu'u, Bolus husi Aifarina, no Kacang Telur. Iha area **Agro-Negocio**: Inventoria no Investimentu, Rugi Laba – Exercise from BACET workbook, Komunikasaun no Motivasaun. **Iha area Lingua Ingles** kontinua halao nafatin pratika negosiasaun iha tempu komoditi no pratika halo dialogu iha tempu kalan.

VI. PLANO BA FULAN OIN MAI

- a) Planu husi materia **Pecuaria** ba fulan oin mai sei hanourin konaba Saude animal teoria- pratika, Penyusunan ransum local ba Karau ho Manu teoria- pratika no sei
- b) Plano husi materia **Hortikultura** ba fulan oin mai mak sei kontinua hanourin konaba Proseso Ai-han ka (Food Processing) no halo analisah konaba input no income husi rejultado processing.
- c) Planu husi materia **Computador** ba fulan oin mai sei revieu nafatin konaba Internet Explorer hanesan Send File liu husi Attac File ka rai dokumentus iha email no halo komunikasaun liu husi internet no sei revieu mos programa seluk nebe hanourin ona iha fulan kotuk hanesan Word, Excel, Power Point.
- d) Planu husi materia **Mecanico** mak sei hanourin konaba Karpinteri no Operasaun Mesin Produksi.
- e) Planu husi materia **Agribisnis**: Motivation, Pemasaran, Business Plan, Business Plan or Exam
- f) Planu husi **materia Ingles** Sei hanourin konaba Motivation and Conversation



Focal Point BACET:

Paulo de Assis
Ass. Paulo de Assis

Anexo: Deskrisaun Atividades

1. Grupo Pecuaría: Habokur Fahi VDL (2 ekor ♂) husi fulan junho fo han deit tipo ransum lokal hanesan:

Batar u'ut, Nu'u, Modo tahan restu no Hudi kain,.

Kada fahi ida fo han 4 kg ransum lokal no hamutuk 8 kg ba fahi rua. To'o Minggu XVIII Babi A kontinua hakiak no Babi B lori ba halo sourisu iha Dili (One More Barr) hodi faan ba Supermarket.

Tabela husi Babi B nebe hodi halo Sourisu:

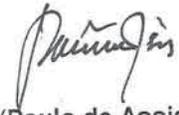
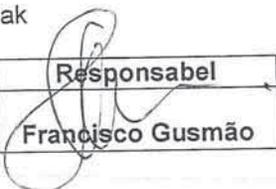
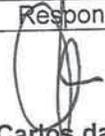
Codigu	Fahi nia todan molok halo Sourisu	Todan husi Sourisu nebe halo	Preço/kg (\$)	Total Osan Husi Sourisu (\$)	Responsabel
Babi B	90 kg	34 kg (Faan 32 kg no 3 kg hodi halo promosaun ba Supermarket	4 kg faan ho nia preço \$ 12.00/kg no 27 kg faan ho preço \$ 15.00/kg	\$ 453.00	 (Paulo de Assis)

Tabela berat badan husi Babi A nebe kontinua hakiak

Minggu XVIII	Minggu XXIII	Responsabel
87	90 kg	 Francisco Gusmão

2. Grupo Horticultura: halo bedengan no kuda fini

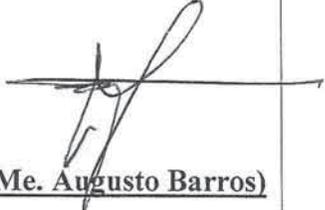
Aktividade	Deskrisaun	Volume/Total	Responsabel
Prepara modo fatin	Halo kantredu ba repolho, alfase no mustarda.	12 Bedangan	 Carlos da Costa

3. Grupo Mecanico nia aktividade mak tuir mai ne'e:

Aktividade	Deskrisaun	Volume	Responsabel
Aktividade Pratika	a) Pratika uja Makina Carpintaria b) Pratika halo Instalasaun ba Elektrisidade.		 (Atanacio Jose Belo)
Aktividade Seluk	c) Halo odamatan ba manu luhan.		

4. Grupo Merkadoria Nia Aktividade mak: Hakiak Manu no Halo Processing Kripik hudi no faan hodi halo negosio grupo.

Tabela Gastu Osan Husi Grupo Merkadoria

Deskrisaun	Volume	Preço	Total	Responsabel
Hola Manu Inan	3 Ekor	\$ 11.00	\$ 11.00	 <u>(Me. Augusto Barros)</u>
Bird /DOC	10 Ekor	\$ 0.50	\$ 5.00	
Hola Manu Aman	12 Ekor	\$ 82.00	\$ 82.00	
Hola Mina hodi halo kripik	1 Jergen	\$ 6.50	\$ 6.50	
Hola Hudi no halo kripik hodi halo negosio ka faan.	2 ramun	\$ 2.50	\$ 5.00	
Resultado husi kripik	37 bks	\$ 0.25	\$ 9.25	

Annex B
Curriculum Work Status and Planning

Curriculum and Material Development Status and Planning

(August 13 2010)

Agribusiness

Materials		Current status	Future Work	Time Line
Curriculum Guidelines		<ul style="list-style-type: none"> Being used by teachers in both schools 	<ul style="list-style-type: none"> Meeting arranged with teachers from both schools, to review curriculum guidelines. 	Oct 4/5
Weekly Plans	Semester 1 and 2	<ul style="list-style-type: none"> Being used by teachers in both schools 	<ul style="list-style-type: none"> Weekly planning to be reviewed - October with teachers After review and feedback, make necessary changes, and produce final planning book for academic year 2011. Final completed planning guidelines book to be given to teachers in planned December teacher meeting. 	Dec 2010
Supplementary materials	Student book Covering all topic areas taught	<ul style="list-style-type: none"> The book is currently in 3 parts - which are being used in schools 	<ul style="list-style-type: none"> Review contents with teachers (Oct) and make necessary changes Compile and make one student book for agribusiness 	Oct - Dec

Livestock

Materials		Current status	Future Work	Time
Curriculum Guidelines		<ul style="list-style-type: none"> Reviewed with teachers (Aug 2010) 	<ul style="list-style-type: none"> Make necessary changes and produce final document for 2011 	August 2010
Weekly Plans	Semester 1 and 2	<ul style="list-style-type: none"> Being used by teachers in both schools Reviewed with teachers (Aug 2010) 	<ul style="list-style-type: none"> Make necessary changes. Compile and produce a yearly planning book for 2011. 	August
Supplementary Materials	Student Livestock book (1 book covering all topics, inc theory and practical work)	<ul style="list-style-type: none"> Under development Discussed material with teachers, gathered input from teachers and LOL staff. 	<ul style="list-style-type: none"> Design stages – Draft of semester 1 topics completed Complete draft to be sent to teachers for further review end of Oct Final book produced for December teacher meeting. 	End Oct – Draft Beginning Dec - Final
Recording books	Livestock Data Recording Booklet	<ul style="list-style-type: none"> To be merged into a package for Student business 	<ul style="list-style-type: none"> Recording sheets incorporated into the student business manual 	Nov
	Food Processing Booklet	<ul style="list-style-type: none"> Used in schools 	<ul style="list-style-type: none"> Place elements of the booklet into the livestock student book in accordance with topics covered. 	April
Classroom materials	Photo cards Product packaging	<ul style="list-style-type: none"> In process – Gathering photographs 	<ul style="list-style-type: none"> Design and develop cards 	Jan
	Poster – cut of meat beef/pork	<ul style="list-style-type: none"> Posters gathered in office 	<ul style="list-style-type: none"> Posters to be laminated Distribute to teachers December teacher meeting 	Dec

Horticulture

Materials		Current status	Future Work	Time Line
Curriculum Guidelines		<ul style="list-style-type: none"> Have been reviewed and more detail added Being used by teachers in both schools 	<ul style="list-style-type: none"> Arrange meeting with teachers for Sept if possible Review curriculum guidelines 	Sept
Weekly Plans	Semester 1 and 2	<ul style="list-style-type: none"> Being used by teachers in both schools 	<ul style="list-style-type: none"> Review with teachers in Sept Make necessary changes. Compile and produce a yearly planning book. 	Sept – meet Dec – final
Supplementary materials	Student Horticulture book (theory and practical)	<ul style="list-style-type: none"> Developed, printed and used in schools 	<ul style="list-style-type: none"> Review all material and produce one book for the year, including material from food processing booklet. 	Nov – Draft for teacher review Dec - final
Recording books	Horticulture Data Recording book	<ul style="list-style-type: none"> Recording system developed 	<ul style="list-style-type: none"> Review recording system with teachers and incorporate into student business manual 	Sept-Oct
	Food Processing Booklet	<ul style="list-style-type: none"> Used in schools 2010 	<ul style="list-style-type: none"> Incorporate materials into the student book 	
Classroom materials	Photo Cards for Pests and plant disease	<ul style="list-style-type: none"> Posters in office 	<ul style="list-style-type: none"> Posters to be laminated Distribute to teachers December teacher meeting 	Dec

Mechanics

Materials		Current status	Future Work	Time Line
Curriculum Guidelines		<ul style="list-style-type: none"> Have been reviewed and more detail added Being used by teachers in both schools 	<ul style="list-style-type: none"> Review guidelines with teachers 30/31 August Make necessary changes and produce final document for 2011 	Early Sept
Weekly Plans	Semester 1 and 2	<ul style="list-style-type: none"> Being used by teachers in both schools Compilation of plans to form Yearly planning book in process 	<ul style="list-style-type: none"> Yearly planning book to be reviewed at August meeting Make necessary changes and produce final document for 2011 	Sept
Student Guidebook (lesson notes and reading material)	Student book	<ul style="list-style-type: none"> Being used in schools 	<ul style="list-style-type: none"> Review book during August meeting. Make necessary changes and produce final document for 2011 	Dec
Classroom Materials	Posters	<ul style="list-style-type: none"> 3 posters produced and in schools 		

Student Business

Materials		Current status	Future Work	Time Line
Student Guidelines		<ul style="list-style-type: none">• Discussion and development stage	<ul style="list-style-type: none">• Produce student guideline booklet with input from LOL staff and teachers.	Dec
Recording sheets		<ul style="list-style-type: none">• Discussion and development stage	<ul style="list-style-type: none">• Develop recording sheets (cash/monitoring crops/livestock) for business.	Dec

Teacher Support

Materials		Current status	Future Work	Time Line
Teacher Yearly Planner	(to record absences/grades meetings etc)	<ul style="list-style-type: none">• Teacher have discussed content• Samples of teacher planners for reference in the office	<ul style="list-style-type: none">• Develop teacher planner in Tetum	Dec

Annex C

List of Reports and Project Outputs for Quarter

The following documents are available upon request:

1. Curriculum Guides for BACET Courses: Livestock, Horticulture, Mechanics, Agribusiness
2. Agribusiness and Communications for Extension Program:
 - a. Final Report Agribusiness Training
 - b. Methods of Facilitation for Agricultural Extensionists
3. LAHO Technical Assistance Trip Reports
4. Haburas Manu Lokal Technical Assistance Trip Reports
5. Basic Cost Model for Small Farm Production – Tetun, Bahasa Indonesian, and Portuguese
6. Meat Processing Training – Don Bosco Fuiloro ETA Summary Report
7. Meat Processing Training – Maliana ETA Summary Report

Annex D

Stories and Communications Produced During Quarter

1. Cooperation for Dairy Development Update
2. Meat Production Update
3. Presentation: Agribusiness and Communication Training for Extensionists /
Treinamentu Agro-negociu no Komunikasaun ba Extensionista

BACET Program - Donor and Military Cooperation: U.S. Marines Seabees and Australian Defense Force Support Dairy Development Activity

The only operating dairy production in Timor-Leste is at Eskola Teknika Agrikola Don Bosco Fuiloro. This technical agriculture high school partners with the USAID Building Agribusiness Capacity in East Timor (BACET) program implemented by Land O'Lakes. As part of numerous infrastructure improvements underway for the school and for the school's agricultural enterprises, Land O'Lakes BACET has committed to re-roof the milking shed with locally sourced, good-quality steel roofing material. To realize this development investment, however, has involved numerous partners, including the Salesian Catholic Don Bosco community; Australian charity, Life, Love & Health; U.S. Marines Seabees engineering unit; and the Australian Defense Force. The U.S. and Australian military units are providing construction and engineering specialists to "raise the roof." Life, Love, & Health contribute matching funds and international support. BACET provides technical advice and financial support.

This investment and collaboration amongst stakeholders is a very practical step to ensure that the essential equipment in the facility will be preserved and dairying activities can continue and advance to enable young students at Fuiloro, Lospalos, to have one glass of milk per day.

The Fuiloro dairy—including cows and equipment—was established in 2002 with significant and ongoing support from the Kiwanis of Australia. BACET aims to help commercialize the operations. Milk processing and dairy manufacturing at Fuiloro could provide steady income and generate employment for local dairy farming specialists.



U.S. Marine levels new rafters for dairy barn at Dom Bosco Fuiloro, Lospalos District, June 10, 2010

Over seven years since the dairy was established, milking machines were imported and installed, farm staff have been trained by volunteers, and agriculture students have been introduced to dairy farming practices, but the dairy facility infrastructure has deteriorated rapidly. Timor's rainy season had a harsh impact on the low-quality steel used for dairy milking shed and caused the roof to rust and leak badly, with a risk for collapse.

BACET is currently undertaking trials in milk pasteurization, fresh milk production, and yogurt product manufacture. There are three challenges affecting these trials and the ability to expand production and marketing: (i) food safety and hygiene requirements, (ii) lack of consistent electricity supply, and (iii) lack of refrigerated storage facility.

14 June 2010, BACET Update

BACET Students' Agro-Enterprise Introduces Value-Added Meat Product

In the early-morning light last week, four aspiring agriculture professionals loaded a live pig weighing 94 kilograms on the top of a bus and drove six hours from Lospalos to Dili. These young people are students in the BACET (Building Agribusiness Capacity in East Timor) program and were representing their student-run agro-enterprise at Eskola Teknika Agrikola, Don Bosco Fuloro. The agriculture business students were on their way to one of very few butchery facilities in Timor-Leste. Delivering the 94 kg (live-weight) output of their livestock production group and under the supervision of a trained Timorese butcher, the students had two goals: (1) learn and apply proper butchering techniques and (2) test the market for a locally produced, high quality-pork product.

The result was the sale of 34 kg of prepared and packaged sausage for \$15 per kg. Much of the product was purchased by Kmanek Supermarket and is for sale today in their meat counter at a consumer price of \$21 per kg.

As part of a farming management and production learning experience, BACET students at Fuloro, Los Palos raised pigs, linking all elements—business management, mechanics, horticulture, and livestock—of the BACET program.

The students designed and built a pen for the pigs and implemented animal husbandry techniques. They analyzed the requirements, sources, and availability of feed, determining that supplemental, imported concentrate feed was necessary. They investigated animal sale or meat processing options. And they kept track of the expenses of raising large, high-bred pigs. Over the production cycle, the total production and processing cost for one pig was \$472.00.



Because the Timor-Leste domestic market has very few processing options and lacks a cold-chain for meat, pigs are normally slaughtered and distributed on the same day via informal markets. Accordingly, the BACET students' 94 kg pig was too big and too expensive to be sold live at local markets. The students were determined to explore

new product options and decided to transport a pig to Dili to be butchered at a local restaurant's butchery. After determining the cost of transport and processing, the students pursued the option to work with a professional butcher and produce a pork sausage that they would market as a local product for grocery outlets in Dili.

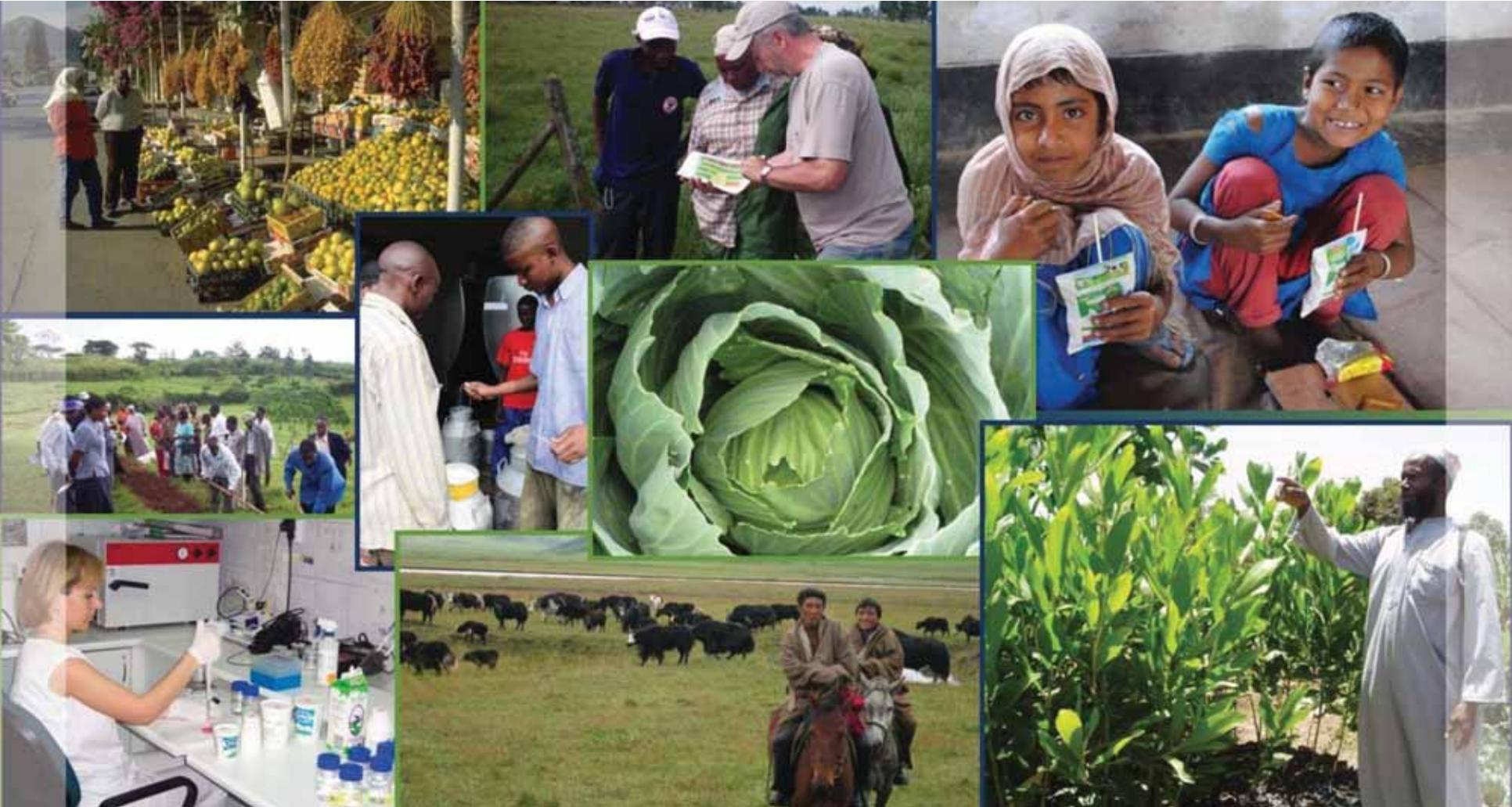
Under the guidance of a professional Timorese butcher, the students slaughtered and cut the pig to make sausage. Both the slaughtering and butchering of the pig was an educational experience as the butcher directed them through a step-by-step process of properly killing and producing meat cuts. Over a three-day period the students produced 34 kg of sausage. The students then went promoted the sausage at local grocery stores, which provided another excellent learning experience. Promoting the sausage allowed the students to talk with the managers of stores and to research the prices, packaging, and cuts of different meats sold. The entire product was sold locally at a wholesale price of \$15.00 per kg, resulting in approximately \$1.12 profit per kilogram for the student group.

Timor-Leste lacks facilities and butchers that can produce professionally made meat products. Exploring this gap in the value-chain provided the BACET students with a unique and hands-on experience that could develop into a business venture. Land O'Lakes will facilitate the next steps:

- The Fuloro student agro-enterprise will make market decisions for their remaining livestock output.
- One student will be gaining work experience as an apprentice to the butcher.
- The students will have an opportunity to develop and submit a business plan to start a meat processing enterprise.



28 June 2010, BACET Update



Treinamentu Agro-negociu no Komunikasaun ba Extensionista

84 Extensionistas Completed First Series on Agri-business Principles and Leadership in Facilitation using ToP Methods

75 Extensionistas Completed Second Series

- Integrated agri-business and communications
- Reported on use of tools learned in first series
- Demonstrated group dynamics and facilitation tools
- Explored and compared sustainable agriculture practices

75 Participants Led Practical Community and Farm Mapping Exercise

All Participants Have Tools for Problem Solving

Strong Cooperation between MAP National Directorates for Agriculture Education and Community Agriculture Development

Demonstrated ETA Natarbora as Center for Learning

- Utilized School Classroom and Dormitory Resources
- Utilized Computer Facility Provided by Programa BACET

Introduced Ministry of Economic Development Business Resources to Rural Extensionistas

Participants Practiced and Demonstrated Leadership and Communication Skills

- 1. Understand Principles of Agri-business and What Farmers Need to Become Entrepreneurs**
- 2. Understand Agri-business and its Cycles and Activities**
- 3. Know the Procedures and Process of Production Planning, Marketing, and Finance**
- 4. Formulate the Right Decisions for Real Agriculture Activities**
- 5. Identify Systems and Ideas for for an Area Farmer**

Agri-business Training Outline

1. Definition and Principles of Agri-business
2. Profile of Farmer as Entrepreneur
3. Role of the Farmer Businessman
4. Identification of Agriculture Potential in Timor-Leste
5. Identification of Obstacles for Agriculture in Timor-Leste
6. Value Chains
7. Production, Processing, Distribution, Packaging, and Marketing Planning

8. Determination of Price for Farm Product

9. Basic Financial Planning - Farm Profit and Loss Analysis



Communications Training Outline

1. Technology-of-Participation (ToP) Program for Facilitations and Leadership
2. Understand Process of Facilitation
3. Workshop Method – Planning Calendar
4. Discussion Method – Focused Conversations

F – Faktu

R – Reasaun

I – Interpretasaun

D - Desisaun

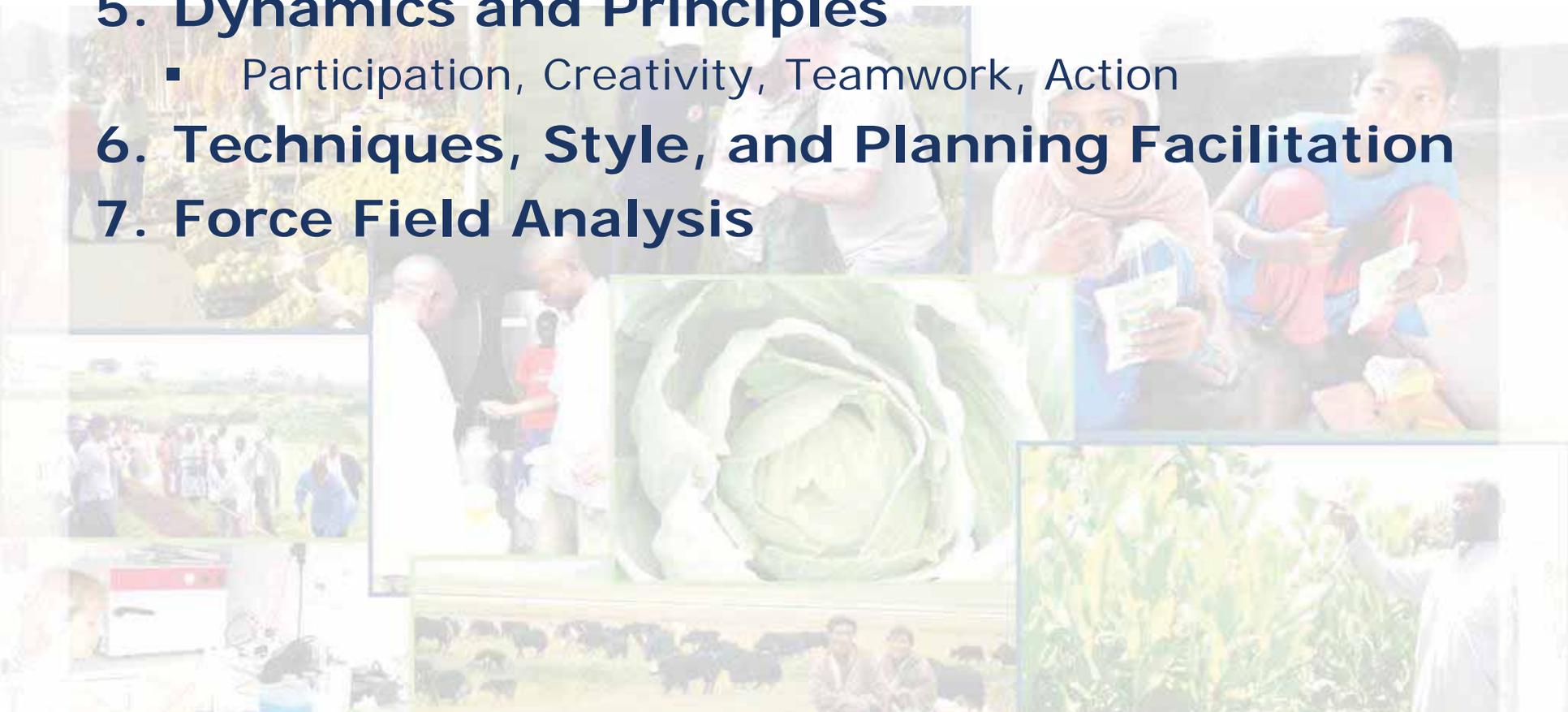
Communications Training Outline

5. Dynamics and Principles

- Participation, Creativity, Teamwork, Action

6. Techniques, Style, and Planning Facilitation

7. Force Field Analysis



- 1. Share How Business Knowledge and Facilitation Tools was used in Communities**
- 2. Explore Sustainable Agriculture Concepts**
 - Productivity and Food Security, Permaculture, Farming Techniques
- 3. Working with Groups and Mapping**
 - Field exercise, Visual aids, Group Dynamics
 - Problem Tree Analysis
- 4. Making Links for Rural Farmers– Discussion with Ministry of Economic Development Agencies and Use of Internet for Extension**

Recommendations

- 1. Link All Technical Training with a Method for Communication with Farmers and Communities**
- 2. Define “Extension” – What Does it Mean for Extensionistas working in the Rural Sub-Districts of Timor-Leste**
- 3. Develop Core Group of Trainer-of-Trainers**
- 4. Emphasize Coordination and Sharing of Information Among Stakeholders for Rural Development**

Obrigadu Wain

**Maka Ne'e Diet Ami Nia
Apresentasaun ba Treinamentu
Agro-Negociu no Metode Facilitasaun**

Prepara Husi Natarbora Team

- Mana Emily
- Maun Body
- Maun Lino
- Maun Jose

**Treinamentu Agro-negociu no
Komunikasaun ba Extensionista**

Annex E

Recommendation and Observations for Ministry of Agriculture and Fisheries, Community Agriculture Development Directorate

Recommendations

Link Technical Trainings with Methods for Communication

Any initiative to work with farming communities should be comprehensively planned, tested, and trained. Trainings on “ICM,” for example, should focus both on the technical competencies that need to be covered as well as the facilitation and training methodologies needed to disseminate and communicate the information. Teaching participatory rural appraisal methods, for example, should not occur in isolation from real practical issues to be addressed, lest they become ‘blueprints.’ How to design communication and technology transfer/experiential learning methods should be the focus of future trainings.

Continue Group Facilitation Training

In addition to building and practicing participatory facilitation methods, working with groups is an area of need. Participants commented that the material about facilitating group processes was very important to their work and should be continued alongside practical methods and techniques to use in group settings. Basic theory about group dynamics, adult learning and characteristics of group behavior were covered and should be built upon in the future. One participant commented that the non-verbal feedback session was very important for working with groups.

Using Visual Methods

Further training and resources for using visual communication and facilitation methods appropriate for rural settings with few resources and low literacy rates should be prioritized. Methods such as mapping, creating visual presentations, and how to use flip charts to manage information effectively were well received by the participants.

BCC Training

Behavior change communication training for agricultural practices that includes a strong gender perspective could help bridge the gap between how to promote and influence people to change farming practices.

Gender Training

More comprehensive and advanced training on gender and power relations in the agricultural sector is critical for working with farmer groups and addressing challenges that occur in rural households effectively.

Climate Change Adaptation Training

Extensionists should be oriented to climate change and adaptation strategies for resiliency.

TOT Group

For sustainability, the extensionist program should seek to develop a core group of trainers who can train other trainers.

Resources for Facilitation and Working in the Field

Participants complained of a lack of facilitation resources such as markers, flip charts, and transportation for accessing communities and running meetings and other group activities. The processes for extensionists to access resources for facilitating farmers should be defined and disseminated.

Define "Extension"

A key issue that limits the effectiveness of preparing extensionists to do their jobs is the lack of clarity around the term "extension" and what that means in practice. More efforts are needed to determine the role of extensionists and communicate it to stakeholders, including communities and other government departments.

Attitudes and Behaviors Must Be Reinforced by Management

Extensionists cannot be expected to adopt more facilitative attitudes if their own ideas and opinions are not heard in the ministry of agriculture. Management must reinforce the ideal attitudes that are expected of the extensionists if change is to happen.

Observations**Facilitation Skills Valued**

Before the training, the participants could not distinguish the difference between a facilitator and a trainer/expert. This has now changed. Participants have a solid understanding of the role of the facilitator and the need to use this style when working with groups to create change and group learning experiences. Many participants commented in their final evaluations that 'becoming a facilitator' was the main benefit they got from the training. This includes awareness of the role, techniques and attitudes a facilitator uses, as well as the methods employed and their benefits. Rather than just giving information or advice to farmers, the extensionists see facilitation as a communication tool to engage farmers in their own development process to resolve problems and find new opportunities to improve agricultural outcomes. They admitted that the training has helped change their own attitudes and thinking, and be more creative thinkers to solve problems.

Appropriate Technology and Participatory Technology Development

Extensionists see their role as bringers of 'new' technology that is 'modern' but which they admit is often out of reach to farmers who cannot afford to purchase the expensive inputs, such as tractors or new seed. Permaculture solutions for cheap and locally available solutions for sustainable agriculture were well-received. More focus on using both 'traditional' and 'modern' methods should be

promoted, along with the idea of appropriate technology that is accessible, affordable, and sustainable.

Continued Reinforcement of the FRID Discussion Method

A one-week training gives a basic foundation in group facilitation methods only. To consolidate and assimilate the new skills, they must be practiced, reinforced, reflected upon and practiced some more. The discussion method in particular should be reinforced and reflected on in day-to-day settings, with the aid of a Technology of Participation (ToP) certified trainer. Participants struggled the most conceptually and practically with this method, which underpins the other methods learned. The idea of planning out the questions to use in a focused conversation was completely new and it is normal and understandable that they struggled with it. That being said, with practice they can learn to use the structure to have more effective discussions.

Difficult for the participants to follow instructions the trainers gave.

Listening skills, attention to detail, and following instructions were emphasized throughout the training. In general, participants required detailed instructions and repetition of those, along with close monitoring by the training team to make sure they understood and could complete the task. Nevertheless, there was still confusion and some groups did not complete the work according to the instructions and examples given. The trainers used verbal and written instructions with examples and visuals to communicate the instructions. There was improvement in receiving and following instructions in the second session as participants became more used to the type of tasks they were given. Getting the group to thoroughly complete tasks with rigor and think comprehensively was a continuous challenge for the training team.

The participants had difficulty separating content from methods.

To teach the facilitation methods we relied on demonstration topics to show the method, then unpacked/explained the method and then gave them an opportunity to practice the method and reflect on that practice through feedback and debriefing. In the debrief process, participants tended to confuse the purpose of the reflection and talk about what was discussed (content) rather than *how it went* from a facilitator's perspective. For example, when asked to report back on what methods they practiced between the first and second sessions, most responded with logistical difficulties or unrelated issues such as the need for more technical training on ICM instead of focusing on how their experience of using the new method was.

Weak math skills make agribusiness training difficult/impossible to give some modules

Agribusiness training modules such as cash flow and ratios could not be covered because the participants have weak numeracy skills. Future efforts to improve business planning capacity should take this into account. Whether or not extensionists should be tasked with reinforcing business strategies and facilitating capacity development in this area is another issue to look at.

Passive Attitudes

The training sought to activate the extensionists to take on a more can-do attitude towards their role in the community and how they approach their work. Seeing solutions, not just problems, was a message that was reinforced throughout as a value to be held and practiced by facilitators of change. Shifting from a passive attitude or stance that results in wait-and-see responses to problems or directions from above to approaching problems creatively should be a continued priority for future trainings. For example, a consistent issue raised was the lack of facilitation supplies and resources they have to do their work. Extensionists were quick to point out what is lacking, such as markers, flip charts, or facilities, rather than explore how budgets could be raised to meet these needs within their department. I got the sense that the idea that they could raise the issue at the ministry was considered inappropriate or unrealistic, and that extensionists have no voice or responsibility to address these issues.

Lack of coordination among stakeholders

Extensionists were generally not aware of the other government services and resources that are available to farmers from other agencies and departments, such as micro finance, business training, rural development infrastructure. To address this gap, session 2 included one session on complementary services offered by other government stakeholders and how extensionists can link into them and help people access them.

Weak analytical skills

The participants have little analytical experience and activities like problem tree analysis were challenging and indicate further area for building capacity. Some participants were able to complete the practice activity but many did not follow the analysis and confused causes with impacts or did not identify causes of causes to see the roots. The trainers demonstrated the method and then gave a thorough explanation of how to facilitate it using two questions "Why" and "What happens?" to elicit the causes and impacts of the chosen focal problem.

Negative attitudes towards farmers

There seems to be a general attitude that "farmers are lazy" among the extensionists rather than an effort to explore the issue of why farmers are not more active in their activities. Attributing low productivity to laziness and not seeing other factors that contribute to livelihood decisions in rural households such as poverty and dependence on non-farm activities to supplement income should be addressed to change the blame into understanding and solution-seeking. Using participatory methods requires facilitators to be aware of their own biases, power, and behavior and attitudes. Our training sought to bring these to light and work with them and the values behind them to challenge the participants to change attitudes and behaviors to be more effective in community development work. We used role plays to draw out scenarios that typically occur between them and farmers, and issues such as blaming farmers for their problems, assuming they do not "know" anything, and attributing decisions to farm/not to farm to being a good/bad farmer were common. We discussed how the biases behind these attitudes make working with people difficult and less effective because no one

likes to be “told what to do.” Extensionists expressed common frustration with “farmers not doing what they say,” and we used this to explore how changing negative attitudes that seek to blame to positive attitudes that seek to understand and value farmer opinions and ideas can open up spaces for change and better partnership between them and the communities they work with by building trust and mutual respect.

Success Stories

Attitude Changes

One of the most difficult parts of the training is to identify attitudes that extensionists carry with them in their work and how those contribute or detract to the fulfillment of their role as agricultural change agents. Through a series of role plays reinforced with discussion and theory, we addressed behaviors and attitudes that are key for participatory development. Constructing the role plays was done on an ongoing basis as the trainers heard more of the challenges and anecdotes about the work in the field they face.

One key point was to become more client-focused in the approach, requiring a shift from “we know best and they know nothing” to “they can do it” and “we can learn from them.” We weren’t sure we were getting the role plays right at first, but as we adjusted them we started to see much more engagement with the activity. For example, one role play was about an extension worker meeting a farmer to discuss pests in the rice field. The extensionist didn’t listen, but blamed the farmer for the problem and told him that if he had followed his advice, this wouldn’t have happened. After the role play was over, the participant commented that the scenario we had developed was very realistic, and this kind of attitude and reaction to the problems farmers are facing is very common.

Teaching participatory planning methods without addressing the behaviors and attitudes of the facilitators is not effective. The values facilitators bring to their community work affect the outcomes. No matter how well-designed a process may be, the outcomes of the activity will fall short if the delivery of the method is top-down and not based on valuing participation of all.

The Gift

Felis, “the gift”—a participant from Viqueque, showed a complete shift in attitude from the first to the second session. During the first training, he challenged the idea that extensionists should be involved in strengthening groups, listen to farmers to learn, and was generally very negative and non-responsive during activities. We were worried that his negative attitude would disrupt the training for others, so we made special efforts to engage him. Nonetheless, his attitude towards the training was passive and contrarian, and he considered the experiential methods a waste of time.

In contrast, during the second session he was very active, and indicated during the review that he had practiced all of the methods over the break—more than anyone else. We were surprised, but it confirmed that our first training had really succeeded to challenge him and “struck a chord.” It also shows how the process of training people to work in communities is not one that can be a one-off, but requires field practice and reflection to consolidate learning.