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



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

Quarterly Report

July 01 - September 30, 2010

Submitted to:

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

Quarterly Report
July - September 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: \$6,000,000

Total project funds spent to September 30, 2010: \$5,150,425

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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 Work Experience Activity

The work experience component of the BACET program was completed during the quarter with excellent results. Sixty-five (65) students (including 7 from the 2008 class) completed a two-month work experience at 26 partner organizations and businesses, and reaching all 13 districts. During the work experience activity, students worked in three areas: (i) production agriculture, (ii) marketing, and/or (iii) business management. The work experience program has been approved by Secretary of State for Vocational Training and Employment (SEFOPE). Land O'Lakes improved the implementation and structure this year, and the activity was largely administered and monitored by teachers, who organized placements and completed visits to the work sites. Students recorded their time worked and the results of their assignments in a guidebook.



Upon returning to school in October, students will prepare presentations for their colleagues and teachers. Land O'Lakes assists the teachers to define the areas for evaluation. And partners, Sciences of Life 24/7, worked with students to train on how to make professional presentations.

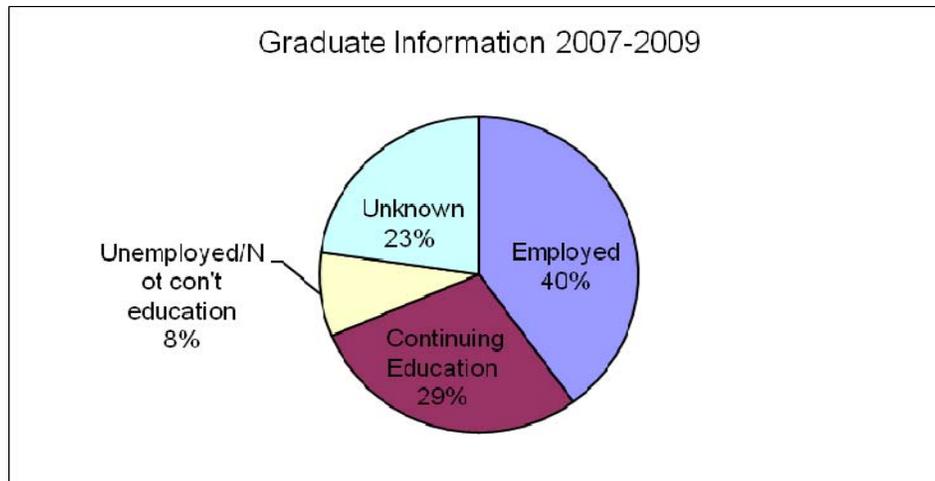


2010 BACET students on-the-job, (upper right) constructing shade-housing for horticulture area in Aileu with Mercy Corps, (left) managing buffalo with the Susubeen project in Maliana and Lospalos, and (right) working at the Timor Global food manufacturing plant in Railaco.

Graduate Employment Status Tracking

Sixty-nine percent (69%) of program graduates have improved employment status or are continuing their education.

- 93 people of 233 program graduates have gained employment or better employment as a result of participation in USG-funded workforce development programs.
- 67 people of 233 program graduates have transitioned to further education and training as a result of participation in USG-funded workforce development programs.



Generator Replacement Improves School Environment: “Goodbye, Useless – Hello, Lights and Water”

After numerous attempts to make electricity more available at ETA-Maliana and to repair a large and valuable, but non-working generator that had been “donated” by the Australian Defence Force (ADF), Land O’Lakes worked with a local engineering and mechanical service provider and orchestrated a successful exchange at no cost to MAP, the school, or USAID. Because the large generator left by the ADF has not worked for two years (and when working, the school could not afford the fuel costs and could not maintain the electronic control system), the school has a collection of over eight generators to maintain and manage.



The new generator will meet the schools’ needs and be able to be managed and maintained by school staff. The service provider travelled from Dili to Maliana, bringing four staff and a four-ton crane truck and support vehicle. It took many hours to maneuver the 250kva Allight GenSet out of the cage and onto the crane truck. In its place is a 100kva Hartech GenSet. All the connection and wiring were also put in place. The team installed a “change” switch mechanism to enable the changeover from mains electricity with the simple movement of a handle. The system was tested successfully as was the changeover back to EDTL. The Hartech Generator has an English Cummins engine and no computer parts, which should therefore present no problems with future maintenance. The schools mechanics teacher attended and assisted in the work. The service provider provided a generator maintenance book and also agreed to return in one month for a free first service.

Challenges – Bureaucracy between SEFOPE and Ministry of Finance

Last quarter we highlighted the approval of the BACET Work Experience activity and the award of \$5,200 for the participating students. Despite completing the applications, confirming placements, and providing documentation for all 65 students in May (more than two months before beginning the work experience activities), the RDTL Government has not been able to complete the financial transaction. We understand that this

bureaucratic delay between SEFOPE and the Ministry of Finance has also impacted most other work experiences programs in the country, and it is creating a barrier to what would otherwise be a noteworthy Government program to promote youth employment. Land O'Lakes BACET could easily remedy the shortfall to fund logistics, but most local training providers would not have this capacity.

Challenges – LAHO Graduate Production Group Faces Land Conflict

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 coming from BACET graduates. The family of one member, who is a BACET graduate, however, controls the land that the group was farming. Due to leadership and land ownership challenges, the group will split. Already in September members were in conflict and refusing to work together. A Land O'Lakes agriculture advisor helped to mediate the disputes, taking two results: (1) Part of the group made up of all BACET graduates (the landless) has secured access to Oe'cusse regional government land and will establish farming, and (2) The original group will work together to fulfill their contractual commitments to their partner farmers in the highland of Oe'cusse.

The challenges are particularly disruptive because the LAHO production group had demonstrated success, using an extension and contractual model learned during the BACET program. They had distributed seeds and had a contract to market the products of other 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 had been welcomed and was expected to increase the farmers' income and become an example for other communities. LAHO had built a good name in society, especially in Oe'cusse town and regional Tono. Since beginning the season sales, results for chili and eggplant total \$980.

Performance Data Table – September 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 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	93	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 a decrease in 4 people working.
Female	23	26	
Male	52	67	

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	67	Cumulative Indicator: Report represents results for FY08 and FY09 graduates (from a total of 233 graduates). Results include ongoing education at University and continuing professional development courses. The status of graduates is updated quarterly via available communication channels. Change from last quarter shows 3 fewer females continuing education.
Female	3	20	
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. This was assessed by USAID mid-term evaluation team, indicating that a placement center is not needed at the school per se. In lieu of a center, job skills training is offered to BACET students during their course and available to others at schools.
Number of clients/users of placement services.	100	46	As part of placement services in Dili, dedicated computers are available for BACET graduates at the Land O'Lakes offices as is help with online job searching and support services to assist with CVs and application letters. Thus far 46 students have used these facilities on 196 different occasions, applying for jobs and conducting professional or employment research. Demand for placement services appears to be related to the scarcity of jobs available for people with low experience.
Percent change\gains in annual employment rates for program graduates.	25%	40%	9 graduates out of 121 (7%) from FY08 were reported as employed in Oct-2008, shortly after completion. For 2008 graduates, 2 years later, this number is now 67 (55%). For 2009 graduates, 26 graduates (23% 12 months after completion) report productive work and/or professional employment. This definition includes family farming, group production, and professional jobs. The combined total is 40% engaged in productive livelihoods (a decrease of 2% from Jun-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	11	Maliana BACET teachers completed business and 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 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. Nine (9) teachers actively participate in English training.
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 an 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.	-0-	-0-	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 and forward.
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.
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 (sales figures were not available as of Sep 2010). HAMALO group income \$570; Tane \$210 (no longer operational); LAHO \$1,092; Rai-Mbrun \$30, HADER \$36, per monitoring reports. Business sales results will be updated and reported for calendar year in the December 2010 quarterly report.
Number of community participants (excluding students) attending training.	30	154	Financial record-keeping training delivered to LAHO, Rai-Mbrun, HADER and Haburas Manu Local production groups by finance manager from Land O'Lakes. Financial record-keeping training delivered to young women's training center in Fuiloro, impacting 60 female participants with improved skills. English language training delivered to 50 SPP participants at Maliana. Community training activities in Oecusse continue. LAHO completed training for 22 farmers in Oe'cusse (6 female) from Pasabe and Malelat.
Female	9	89	
Male	21	65	
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. Work experience training results updated in December quarterly report.
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.
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. Business sales results will be reported for calendar year.

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.

During the quarter, the Land O'Lakes Education Team continued to mentor teachers and review weekly planning sheets, through lesson observation, discussion and planning with teachers. Students began work experience internships in August, freeing time for teachers to review curriculum and lesson planning with Land O'Lakes.

Plans were completed to conduct curriculum training workshops in fourth quarter. These workshops will refine the modules that teachers will teach in 2011. The goal is that if teachers have gone through a practical teaching exercise with their peers, they will be better prepared and able to teach the same skills to students.

The work experience activity, piloted in 2009, was implemented for the second year in August and September 2010. This school year there are 26 organizations participating. The students will work in production agriculture, marketing, or business administration. Because the element was not offered in the 2008 program year, unemployed graduates were offered the opportunity to participate. Seven people participated, with a majority being female and graduates of the BACET program in Natarbora. **See Annex D for a summary of the work experience placements.** The results of the two-month internships will be evaluated at schools during October 2010.

<i>Indicator</i>	<i>Target</i>	<i>Achieved</i>	<i>Comment</i>
Number of course curricula reviewed, updated, and published.	6	6	Detailed syllabi have been prepared for each course. Support is provided by international education advisor who facilitates input from each teacher. The new curriculum component for a student-led learning in business has been successfully introduced.

<i>Indicator</i>	<i>Target</i>	<i>Achieved</i>	<i>Comment</i>
Number of teacher and education staff trained in teaching methodology	30	16	<p>Land O'Lakes education team mentors teachers in delivery methods and understanding of the curriculum requirements.</p> <p>Two teachers in Natarbora completed facilitation and agribusiness training.</p> <p>All teachers at Maliana school have access to English language training provided international volunteer.</p>
The number of teachers adopting student centered teaching methods	15	7	<p>Teachers are slow to change their teaching methods.</p> <p>Many if not all MAP teachers lack formal training in pedagogy.</p> <p>Land O'Lakes education team is mentoring teachers and updating school directors of progress and challenges.</p>

2.2 Coordinate Agribusiness Education Program

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

Sustainability. Land O'Lakes met with the Director General of the Ministry of Agriculture and Fisheries and presented the results of the program to-date and the plans for transition of the advanced agribusiness course to MAP. A presentation of results and plans were delivered as was a draft Transition Plan. The plans for transition of the course to MAP closely followed the Memorandum of Understanding agreed in 2008. In that MOU, the Ministry agreed to assume responsibility for teacher salaries, student support, and overall

administration of a post-secondary agribusiness course for the school-year 2011. Though committed to the idea of advanced agribusiness training, MAP did not budget in 2011 for any of the incremental costs associated with the BACET education program. Moreover, the USAID budget for program year 2011 is 20% reduced. These budgetary hurdles will impact implementation of the coming school-year, though final decisions and the structure of the program in 2011 have not been agreed. **(See Annex C for a copy of the draft Transition Plan.)**

Parallel to the transition of the agribusiness course and training activities is the RDTL Government's plans for a vocational education system. Under the auspices of the INDIMO agency, the Timorese Government has agreed on the framework for vocational education. The definition of learning priorities and competencies were to be set during 2010, but INDIMO began the industry assessment study only in September.

This is important because the BACET program positions the MAP Technical Agriculture Schools to begin offering a post-secondary course using competency based standards. This framework will include non-formal and diploma courses. Effectively BACET is an active pilot course which appears to be defined\graded as Diploma I level. During the quarter, Land O'Lakes met with INDIMO and presented the curriculum framework and competency model. INDIMO was impressed with the details. More importantly, information was shared which has enabled Land O'Lakes to format the competency requirements such that the future MAP agribusiness course can be accredited.

<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).

<i>Indicator</i>	<i>Target</i>	<i>Achieved</i>	<i>Comment</i>
Number of people completing school management or leadership training.	5	11	2 Maliana ETA teachers completed business and school 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 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.

During the quarter, assistance continued for LAHO production group in Oe'cusse. The objectives for Land O'Lakes assistance are to motivate the group to be able to generate the maximum production on 1.5 hectares of land as a commercial pilot to the public good. This land was offered to LAHO by the Ministry of Agriculture, Oe'cusse District because of the earlier work and successes of the group. Land O'Lakes is also assisting the farmers to find a solution for overcoming water shortages. In the interim, students from ETA-Oe'cusse are completing activities of daily watering.

In July, LAHO group conducted training for 11 farmer groups from rural Oe'cusse. The three-day training reached 22 participants (6 of whom were female). During the training, BACET graduates and LAHO members trained the participants in the manufacture of organic fertilizers, organic pesticides, and basic accounting for farm production groups. Organic fertilizer practices\technology is in line with the RDTL government's program, where MAP required field agriculture extension staff to guide farmers in the manufacture and use of organic fertilizers.

Overall, Land O'Lakes tracks five production groups. Monitoring teams visited production groups in Oe'cusse, Suai, Maliana, and Natarbora. The membership demographics are updated as is information about the groups' production and product sales. Though specific (supplementary to the BACET curriculum) training has been provided to the groups, none of the groups performs well at completing records for financial and business transactions. This is presumably a characteristic evident across the industry and other production groups or community-based enterprises.

ETA Don Bosco Fuloro Production Units. The dairy at ETA Don Bosco Fuloro made small steps toward viability. During the quarter the MAP employee finished his activities to aid the production and animal feed practices at Fuloro. In addition, the Land O'Lakes volunteer, agriculture advisor left his post. This reduction in skilled attention and services will likely be detrimental to the progress that the dairy had been experiencing. Over the past six months, milk quality has improved and fresh milk has been made available after following a simple pasteurization process.

Land O'Lakes facilitated the repeat visit of a team of dairy specialist volunteers from Australia. The specialists work at Fuloro during the two-week visit was impacted by the continuing heavy rains. The cattle had only recently been treated for parasite control, and the holding yards were home to some sick Bali cattle, so no yarding was possible. General repairs and maintenance jobs were undertaken, including metal works using the welder provided by the BACET program. Both SPP/BACET students were involved in these jobs.

The strip grazing of the leucaena/king grass paddock was a task in which SPP/BACET students were able to be involved, and it offered an opportunity for the volunteers to transfer knowledge to the students. The principles of strip grazing were demonstrated and the use of grazing to maintain proper growth of both leucaena and king grass were discussed with the dairy staff, who then explained to the participating students. It is a very straightforward task, but one that needs to be followed to get the full benefit of the leucaena/king grass plantation, which we hope will be extended further along that hill.

The school is committed to strike a new crop of leucaena seedlings, ready to be planted out at the start of the next wet season. This could be a very instructional exercise for the students to undertake, especially if they are taught the long-term importance of it. Eventually, with proper management, this plantation could provide the bulk of the nutritional requirement of the lactating cattle. Another chance for SPP/BACET involvement was afforded by the recent outbreak of Bali cattle deaths, which resulted in an autopsy, carried out by Land O'Lakes agriculture advisor under the email instruction of an Australian vet and with the assistance of several students.

Don Bosco Fuloro dairy also requested a student work experience intern. The volunteer team addressed the work/activity program that was needed for the upcoming placement of a BACET student at the Fuloro dairy for a two-month internship. Some of the options presented for development by included use of the Fuloro dairy manuals to familiarise BACET student with all aspects of dairying.

- Installation and management of a tick-rub at the dairy
- Installation and management of a buffalo fly-trap
- Rearing of a single calf, using proper husbandry and record-keeping
- Striking and maintenance of leaucaena seedlings in greenhouse and involvement of student in strip-grazing current plantation.

The success of the internship of this student depended to a large degree on the input from the agriculture advisor as well as the commitment of the student. Unfortunately, we report that the placement was proving unsuccessful, and the student was transferred to another host.

Other agriculture production units at Don Bosco Fuiloro did not demonstrate much progress during the quarter.

Neither ETA Maliana nor ETA Natarbora has 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 are not commercially nor financially significant at present. A canteen was opened at Maliana by a former BACET. The food service had turnover of approximately \$100 per month.
Number of business enterprises established and operating in communities.	5	4	HADER, LAHO, HAMALO, abd 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	154	Financial record-keeping training delivered to young women's training center in Fuiloro, impacting 60 female

<i>Indicator</i>	<i>Target</i>	<i>Achieved</i>	<i>Comment</i>
			participants with improved skills. English language training delivered to 50 SPP participants at Maliana. Community training activities in Oe'cusse continue. LAHO completed training for 22 farmers in Oe'cusse (6 female) from Pasabe and Malelat.
Number of rural families benefiting from school or student-led training.	60	5	Five (5) farmer groups in Oe'cusse 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 Oe'cusse 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 Oe'cussa.
Number of members of cooperative businesses assisted.	30	42	Membership of groups in Maliana, Natarbora, Viqueque, and Oe'cussa.
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.)

2.1 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. Land O'Lakes also assists graduates to apply by reviewing CVs and referring applicants.

<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%	40%	Re-assessed each quarter, resulting in 2% decrease this period. Employment data includes family farming, group production, and professional jobs.
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. Demand is lower than planned but there are many repeat users of facility.

<i>Indicator</i>	<i>Target</i>	<i>Achieved</i>	<i>Comment</i>
Percent change\gains in annual employment rates for program graduates.	25%	40%	Re-assessed each quarter, resulting in 2% decrease this period. Employment data includes family farming, group production, and professional jobs.

2.2 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:

- Organized introductory English language training for neighboring communities. Organized supplementary English language training for students in the lower-grades. Continued intensive English language training for teachers at the school.
- Facilitated improvements for student life at ETA Maliana. Land O'Lakes supported the improved distribution of electricity to students and school buildings, which included re-wiring and connections to the EDTL mains, replacement of a large non-working generator (see Executive Summary) installation of a new GenSet. Land O'Lakes completed the demonstration of a permaculture garden. Land O'Lakes organized the planting of additional trees and plants to improve the landscape, shading, and water retention at the campus.
- At ETA Oe'cusse, Land O'Lakes delivered funding for additional books for the new 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.

3. Other Reporting to USAID

3.1 Input Provided for USAID Briefing to new U.S. Ambassador (September 20)

A. Key successes

- A course curriculum for agribusiness (relevant to Timor-Leste), including teacher and student workbooks, designed with MAP teachers' input and mentoring
- Introduction of business plan competition, work experience, and student-led farming business for experiential learning.
- Completion of Agribusiness and Communications Training for 75 community agriculture extension workers.
- USAID\BACET program has invested approximately \$1,000,000 in school improvements.

B. Challenges (systemic)

- Teaching skills are generally low. At agriculture high schools, approximately 40% have university degrees and nearly all teachers lack pedagogy training.
- There is no domestic accredited education\teaching institute.
- Education system is generally poorly managed and under-resourced (agriculture schools do not utilize existing productive land and facility resources).

C. Update on graduates, what they do now.

233 graduates of BACET program (2008 and 2009)

- 72% are working or continuing education
 - 7 graduates are MAP extensionists
 - 15 graduates lead\engage in agriculture production groups
 - 23 graduates work with agriculture livelihood NGOs
 - 20 graduates study agriculture\economics at UNTL
 - BACET student business raised pigs, processed meat, and sold new product to Dili grocers

D. Number of current students and update on the internship (location, etc.).

- 58 current students in 2010 BACET program (advanced agribusiness course) at two schools.
- 75 agriculture extensionists completed specialized agribusiness and facilitation skills training.
- 65 students (including 7 from 2008 class) are completing a two-month work experience at 26 partner organizations and businesses, and reaching all 13 districts. Work experiences targets three areas: (i) production agriculture, (ii) marketing, and\or (iii) business management. The work experience program was approved by Secretary State for Vocational Training and Employment.

3.2 Gender Analysis – BACET Agri-Business Training Results Provided for USAID Reporting (August 19)

The objective of the BACET program, which has now graduated 233 young people in two years, is to prepare graduates to become proficient technicians, entry-level managers, and entrepreneurs within Timor-Leste's agricultural sector. Twenty-seven percent (27% versus the target of 30%) of the BACET graduates are female, of whom 72 percent are now either working in professional employment or agricultural production groups, or have chosen and gained the resources to continue their education. This indicator is equal to the results achieved for males. Moreover, women comprise 31 percent of membership in agriculture production groups started by BACET graduates, demonstrating a degree of equality in entrepreneurship, management, and farming activities.

The schedule below was also submitted that tracks results indicators for female participants. In January 2010 Land O'Lakes submitted a story about four women who graduated from BACET and were recruited to work in the USAID-supported horticulture area in Aileu. The impact was highly positive, but the jobs were not secured for the longer-term.

Performance Data Table - June 2010			
Performance Indicator	FY08 Actual	FY09 Actual	FY10* Actual
Workforce Development Impacts			
Number of persons participating in USG-funded workforce development programs - Female:	37	35	23
Number of persons completing USG-funded workforce development programs - Female:	37	27	22
Number of people gaining employment or better employment as a result of participation in USG-funded workforce development programs-Female:	7	45	23
Number of people transitioning to further education and training as a result of participation in USG--funded workforce development programs-Female:	2	9	23
Number of clients/users of placement services-Female:	11	30	13
Number of teacher and education staff trained in teaching methodology - Female:	2	11	2
Enterprise Creation and Strengthening Indicators			
Number of community participants (excluding students) attending training - Female:	-	14	7
Total-Female:	96	171	113

* FY2010 Results are interim

3.3 Input Provided to USAID Concerning MAP Schools Budgeting

1. The budget proposed for all the MAP-DNAF schools (Natarbora, Maliana, Oe'cusse, and Fuiloro) is \$1,000,000 for 2011. However, this figure includes National Directorate staff administration in Comoro. A line-item budget for 2011 is not yet available, nor is a budget designated per school.

Comparison Year-On-Year

2011 \$1,000,00 Proposed in MAP budget to Parliament

2010 \$593,000 27% decrease year-on-year consistent with MAP in general. Note that the fiscal year changed during this period. Also note that figures exclude major infrastructure projects, which were funded on another budget.

2009 \$811,000

These budgeted amounts do not include infrastructure projects approved under the "referendum package" in 2009 and the development initiatives pending for this year. In 2009, approximately \$430,000 was spent on Referendum Package projects at Maliana and Natarbora facilities. A couple of the projects were designated for other MAP Directorates (Forestry and Industrial Crops), but the infrastructure is placed at the school facilities.

MAP budgets do not appear to have been allocated per school, so it is only possible to estimate the breakdown by school. Moreover, budget administration is not de-centralized. School directors are not provided a budget to manage their school. Incremental activities must be proposed, approved, and then funded within the MAP Finance Department.

2. Don Bosco Fuloro is a "highbred" public\private school administered by the Salesian Catholic Mission in Timor-Leste; this model is fairly common in Timor-Leste, including technical schools at Fatumaca and Veniale, which are administered similarly.

The primary school at Fuloro is fully funded and administered by the Catholic mission. The secondary school Eskola Teknika Agrikola Don Bosco Fuloro, however, is majority funded by the Ministry of Agriculture and Fisheries, National Directorate for Agriculture Education and Training (DNFA). This means that most teachers are MAP employees and some infrastructure is funded by the Government. School administration and maintenance of the facilities and most agriculture production units, are funded by Salesian Mission and its benefactors. Don Bosco Fuloro will add and fund additional teachers if school administrators believe it is important for the education of the young people.

3.4 International Travel

The following updates the planned and budgeted international travel.

For the quarter ended 30-June-2010:

- 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 partner organization Kiwanis-Australia 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).

For the quarter ended 31-December-2010, the following international travel is planned:

- 2 Regional trips (Australia) for return travel in October and December for long-term volunteers (D. Wood and I. Greenway), who will complete one-year assignments supporting program activities in Fuloro and Maliana, respectively. Both trips are funded by partner organizations and contributing non-Federal funds.
- 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). (The cost of travel was not recorded in the past quarter though travel was completed in July.)

Annex A

BACET Focal Point Reports Produced During Quarter

1. Maliana – July – September 2010
2. Fuiloro – July – September 2010

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

Número : 9 /BACET-M/VIII/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 : **Matias Simão Barreto**, Ponto Vocal BACET-Maliana
Assunto : Relatorio Actividades BACET Fulan Agosto de 2010



Data : 30 Agosto de 2010

Ho Respeito,

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

- I. **Numero Estudante Sira: 40 Pessoas**
- II. **Actividades Grupo sira ne'ebe hala'o Rotasaun:**
 - . Actividades grupo hotu laiha, tamba sei halo estajio iha fatin esperensia serviso
- III. **Hanoin Professor sira konaba metode hanorin no Silabus:**
 - Husi professor Horticultura: Silabus ne'ebe diak ba professores atu uza hodi hanorin estudantes sira.
 - Husi professor Agromecanik: Silabus ne'ebe iha diak atu implementa iha pratica.
 - Husi professor Agropecuario: Metode hanorin (ceramah, halo pratika), maibe menus equipamento pratika ba pekuaria hanesan: Aimoruk, injeksaun no mos vasinasaun.
 - Husi Professor Agribisnis: Metode hanorin no silabus diak, maibe konaba plano negosio sebele iha periode BACET tuir mai material konaba plano negosio hanorin iha semester primeiro para estudante sira bele iha tempo barak hodi formula plano negosio ne'e ho diak.

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

- Visitasaun (monitarizasaun) hosi Mestre sira ba estudante iha area estajio fatin aktifidade mak hanesan:

1. Iha Timor Global (Ermera- rai lacu) ;Akompanha comunidade sira hili kafe ,kuda kafe oan,dulas kafe,halo adubus organiku ba kafe oan, halo prosesing ba batar utt.
2. Iha Grasia farm (Ermera rai lacu) Hili manu tolun,fo han manu,halo vaksinasaun ba manu no fo vitamina ba manu,timbang manu secara acak.
3. Iha CNEFP (Tibar-liquisa) Halo kantideiro,kuda modo,halo pupuk kompos,kuda fore naruk,no halo koileta modo.
4. Iha NCBA/CCT (Comoro- malinamuk) Halo pembibitan tanaman,prosesing vanili,habokur krau.
5. Iha ETA-Moleana Bengkel (Bobonaro-maliana) Halo istalasaun iha area eskola,hadia mesin,solda besi,nst
6. Iha FAO (Dili-caicoli) fo trenamento ba comunidade,no halo asessmento.
7. Iha PERMATIL (Farol-Dili) tuir trinamentu,halo biberos fatin,ense rai metan ba polibek,no ense ai musan ba polibek.
8. Iha COOPERATIVA DE CREDITO ESPERANSA (Dili-Bebora) Halo contabilidade osan tama no osan sai,halo relatorio.
9. Iha OHM (Maliana-lahomea/buipira) tiur trenamentu oinsa bele halo tempe,halo adubus organiko,halo monitoring ba gropo iha lokasi service.halo manu nia luhan,halo fatin ba adubus organiko.
10. Iha BENGKEL Arnaldus SVD (Maliana-lahomea) Solda besi,koa besi,carpinteiro.
11. Iha QUARENTENA (Aero porto Nico lao Lobato –Dili) Practec halo inpecaun iha companha perkings kona ba cargo nia,Practec kona ba halo infecsaun iha timor corp kona ba export kafe.

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

- Estudante sei hala'o estajio iha Comunidade ou ONG sira ne'ebe determina ona.
- Halo Plano ba Monitorizasaun husi professors
- Halo Monitorizasaun husi professors

VI. Osan Sai no Tama Fulan Agosto de 2010 (sedauk iha Mudansa)

No	Grupo Rotasaun	Saldo Anterior (\$)	Osan Tama(\$)	Osan Sai (\$)	Saldo (\$)
1.		339.30	27.00	25.00	391.30
2.	Hortikultura	-	-	-	-
3.	Pecuaría	-	-	-	-
4.	Agribisnis	-	-	-	-
5.	Agromekanika	-	-	-	-
Total		\$ 339.00	\$ 27.00	\$ 25.00	\$ 391.30

VII. Seluk-seluktan

Geralmente prosesu aprendizagem iha Classe ba materia sira hotu la'õ diak. Konaba materia Ingles no IT/Komputador la'õ diak. Estudante sira hetan progreso diak iha materia Ingles no Komputador. Materia komputador Estudantes estuda ona Programa Microsoft Word Avansado (Print, Insert Symbol no Halo prencimento CV, Microsoft Excel Avancado (Data Base, Fungsi Statistic, Vlookup no Hlookup).

VIII. Rekomendasaun:

Husu ba DNFA ou LOL atu:

- Hadia fila fali Computador (CPU 3 no Monitor 1) ne'ebe aat no iha hela LOL Dili
- Kompleta equipamentus Oficina hanesan (Skap kayu Listrik, Mesin profil kayu, Mesin Bubut, Mesin Las /generator las, Mesin potong kayu/gergaji mesin, Ragum Sersan no Ragum Mayor, nomos equipamentos keselamatan kerja).

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

BACET – Building Agribusiness Capacity in East – Timor Maliana - Bobonaro

Número : 11/BACET – M/ IX 2010
Ba : Ex^{mo} Director Nacional de Formação Agrícola do Ministerio da
Agricultua e Pescas, **Eng. Ipolito da Costa**
Cc : Ex^{mo} Director Escola Tecnico Agrícola de Moleana, **Eng. Paulo Afonso**
Ex^{mo} Chief party Land O' Lakes, BACET, **Michael Parr**
Husi : Ponto Vocal BACET – Maliana, **Veneranda de Jesus**
Assunto : Relatorio Actividades BACET, fulan Setembro de 2010
Data : 30 Setembro de 2010

Ho respeito

Baseia ba assunto iha leten ami hatao' o relatorio actividades BACET – Maliana
Ba fulan Setembro hanesan tuir mai ne'e:

I. Numero Estudante sira : 40 pessoas.

II. Actividades iha fulan Setembro mak hanesan:

1. Estudantes sira halo stjio durante fulan 2 (Augusto – Setembro)
2. Professores halo monitoring ba estudantes sira nia estagio
3. Halo resultado monitoring nebe professors sira entraga tiha ona iha LOL
4. Entrega osan ba estudantes sira, nebe hetan ajudasaun husi SEFOPE ba kada
estudante nain ida heta osan \$ 80.00
5. Iha escola parte pekuaria nia, fahi inan ida hetan mate tamba hetan ataka
moras mal de nutrisaun.

III. Hanoin professors sira konaba metode hanorin no silabus:

1. Metode no silabus hanorin sira hanorin ne'e diak persisa teori, pratika, discusaun
grupo no fo evaluasaun konaba sira nia resultado aprendizagem.
2. Estajio ne'e diak, tamba estudantes bele aprende buat barak hosi organizaun e
ho ida ne'e bele aumenta tan esperensia servisu.

IV. Actividades sira seluk tan nebe halo hosi estudantes BACET:

1. Iha dia 30 Setembro de 2010 estudantes remata sira nia stajio e hodi fila-fali ba
escola
2. Trenamento IT ba Professores BACET – Maliana

V. Planu ba fulan oin mai (Fulan Outubro de 2010)

1. Estudantes sira sei halo exame semestral konaba materia classe.
2. Estudantes sira sei halo apresentasaun ba sira nia relatorio estagio.
3. Preparasaun ba graduasaun e graduasaun.

VI. Recomendasaun

Husu ba DNFA ou LOL katak:

Baseia ba Monitoring hosi professors sira katak estudantes sira nia partisipasaun iha estagio ne'e diak no kapas tebes tamba estudantes bele ajuda organisasaun ho material nebe sira hetan iha klase, e sira mos aprende buat barak, maibe ho tempu nebe minimum (fulan 2) estudante sira la aprende buat barak hosi organisasaun sira.

Mak ne'e deit ami nia relatorio, ba ita bo'ot nia atensaun ami hatu obrigado wain.

BACET – Building Agribusiniss Capacity in East – Timor Maliana- Bobonaro

Número : 12/BACET – M/ X/ 2010

Ba : Ex^{mo} Director Nacional de Formação Agícola do Ministerio da
Agricultua e Pescas, Eng. **Ipolito da Costa**

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

Husi : Ponto Vocal BACET – Maliana, **Veneranda de Jesus**

Assunto : Relatorio Actividades BACET, fulan Outubro de 2010

Data : 30 Outubro de 2010

Ho respeito

Baseia ba assunto iha leten ami hatao' o relatorio actividades BACET – Maliana
Ba fulan Setembro hanesan tuir mai ne'e:

I. Numero Estudante sira : 40 pessoas.

II. Actividades iha fulan Outubro mak hanesan:

1. Estudantes sira halo bisnis plan konaba sira nia negosio.
2. Halo kurikulum vitae.
3. Exame ba materia hanesan, Agribisnis, Horticultur, Pekuaria, Mekanisasaun,
Computador, Ingles.
4. Avaliasaun actividades grupu negosio.
5. Fahe grupu pameran.
6. Preparasaun relatorio estagio.
7. Halo apresentasaun relatorio estagio.

III. Hanoin professors sira konaba metode hanorin no silabus:

1. Metode no silabus hanorin sira hanorin ne'e diak persisa teori, pratika, discussaun
grupu no fo evaluaun konaba sira nia resultado aprendizagem.
2. Estajio ne'e diak, tamba estudantes bele aprende buat barak hosi organizaun e
ho ida ne'e bele aumenta tan esperensia servisu.

IV. Actividades sira seluk tan nebe halo hosi estudantes BACET:

1. Hosi Land O' Lakes fo trenamentu ba estudante BACET konaba oinsa tuir interviu iha fatin ruma, molok atu tama ba servisu.
2. Profesor no Assistant husi Mecanisasaun tuir trenamentu iha Tibar konaba Solar Panel.
3. Voluntario husi Australiano Ajuda hadia be ba asrama.

V. Planu ba fulan oin mai (Fulan Novembro de 2010)

1. Estudantes BACET nain 6 sei ba tuir graduasaun especial iha Natarbora.
2. Preparasaun graduasaun no graduasaun iha Maliana.
3. Estudantes sei halo pameran konaba preservasaun prudutus lokais.

VI. Rekomendasaun

Husu ba DNFA ou LOL katak:

Baseia ba Monitoring hosi professors sira katak estudantes sira nia partisipasaun iha estagio ne'e diak no kapas tebes tamba estudantes bele ajuda organisasaun ho materia nebe sira hetan iha klase, e sira mos aprende buat barak, maibe ho tempu nebe minimum (fulan 2) estudante sira la aprende buat barak hosi organisasaun sira.

Mak ne'e deit ami nia relatorio, ba ita bo'ot nia atensaun ami hatu obrigado wain.



BUILDING AGRIBUSINESS CAPACITY IN EAST TIMOR
(BACET)
COLEGIO DON BOSCO FUILORO
2009 – 2010



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 Fuloro ba fulan ^{fulho} Maio,
de 2010

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

Data :1 de Julho de 2010

I. NUMERO ESTUDANTE :

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

II. AKTIVIDADES GRUPO BA FULAN JULHO

No	Naran Grupo	Aktividades	Obs
1	Grupo Agro-Pecuário 1. Americo de Deus E. 2. Joanico Tilman 3. Gabriel Seco Abi 4. Rofina da Costa 5. Celestinho Assunção Soares	<ul style="list-style-type: none">• Participa aulas tuir horário• Hala'o diskusaun• Plano práktika iha terreno• Kontinua hakiak fahi aman ida seluk nebe seidauk faan..• Kontinua prepara hahan local hanesan batar dulas, nu,u no legume husi modo tahan restu.• Halao Kontabilidade konaba formato manan no lakon liliu iha area Pecuaria.• Halao Planu no analisa konaba fahi nebe atu Halo tan Sourisu husi fahi ida seluk nebe sei hakiak no halo avaria.• Ba faan Manu iha Merkado Lospalos• Ba halo tan sourisu iha Dili One More Bar husi fahi ida seluk nebe sei hakiak.	Hare iha Anexo

2	Grupo Horticultura 1. Dinis Amaral 2. Cesario da Silva.C 3. Triponio dos Santos Marques	<ul style="list-style-type: none"> • Participa aulas tuir horário • Hala'o diskusaun • Plano práktika iha terreno • Kontinua halao manutensaun ba Alfase no Repolho nebe hakiak husi fulan kotuk. • Halao Kontabilidade konaba formato manan no lakon liliu iha area Horticultura. • Ajuda serbisu ba Grupo Merkadoria nebe halo Kripik 	
3	Grupo Agro-Mecánico 1. Inacio Cardoso 2. Agapito da Silva 3. Almerita Amaral 4. Atanasio Soares 5. Nicolao Faria	<ol style="list-style-type: none"> 1. Participa aulas tuir horário 2. Halao nafatin diskusaun iha aulas 3. Mengoperasi Mesin Las 4. Cara Mencairkan Elektroda 5. Operasi Mesin Bubut Kayu 6. Gangang kikir 7. Operasi Mesin Bor tiang 8. Mengebor Gangang 9. Operasi Mesin Lipat 10. Halo Laci: Lipat Plat Sen dan Rivet (Paku Kelin). 	
4	Grupo Agro-Negócio 1. Eduardo Soares 2. Joaquin Alves Assis 3. Natalino V. Soares 4. Tereza da graça	<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 nafatin kripik atu faan. 7. Kontinua halo Contabilidade konaba Osan tama no sai 8. Halao Kontabilidade konaba formato manan no lakon liliu iha area Merkadoria. 	Hare iha Anexob no relatorio osan sai no tama.

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

N O	Data	Deskrisaun	Debet	Credit	Balance
		Osan Khas husi Fulan Junho			\$ 529.60
1	03/07/2010	Foti osan hodi sosa batar, fore keli atu halo ransum ba Manu nebe hakiak no selu transporte Fuiloro-Lospalos PP (Pecuaría)		\$ 4.85	\$ 524.75
2	06/07/2010	Foti osan atu sosa pulsa hodi kontakto ba One More Bar atu koalía konaba planu halo Sourisu. (Pecuaría)		\$ 1.25	\$ 525.50
3	14/07/2010	Foti osan atu sosa pulsa hodi kontakto tan ema atu hola Sourisu.. (Merkadoria)		\$ 2.50	\$ 521.00
4	14/07/2010	Foti osan atu Hola batar ba fahi (Pecuaría)		\$ 5.00	\$ 516.00
5	17/07/2010	Selu transporte ba faan manu iha Merkado Lospalos (Pecuaría)		\$5.00	\$ 511.00
6	18/07/2010	Foti osan atu sosa tan pulsa hodi kontakto ba One More Bar atu koalía konaba planu halo Sourisu. (Pecuaría)		\$ 2.50	\$ 508.50
7	19/07/2010	Foti osan hodi sosa hudi atu halo kripik.		\$ 12.00	\$ 496.50
8	20/07/2010	Osan restu husi grupo pecuaría nebe ba faan manu iha merkado Lospalos (Pecuaría)	\$ 1.25		\$ 498.00
9	20/07/2010	Osan tama husi grupo pecuaría nebe ba faan Manu iha Merkado Lospalos (Pecuaría)	\$ 11.00		\$ 509.00
10	21/07/2010	Foti osan atu hola Mina goreng hodi halo Kripik (Merkadoria)		\$ 6.50	\$ 502.50
11	21/07/2010	Foti osan atu sosa lilin hodi sunu plastik bungkus kripik (Merkadoria)		\$ 0.25	\$ 502.25
12	24/07/2010	Foti osan atu selu ema nia osan nebe empresta hodi halo masin midar, plastik pengemas, no Pulsa \$ 2.50 (Merkadoria)		\$ 4.00	\$ 498.25
13	25/07/2010	Foti osan hodi sosa tan Pulsa atu husu informasaun ba One More Bar konaba Makina ne'e presisa aluga hodi halo Sourisu. (Pecuaría)		\$ 2.50	\$ 495.75

14	25/07/2010	Sosa lilin no Pulsa atu kontakto dala ikus ba OMB hodi husu konaba Makina no fatin nebe atu aluga. (Pecuaría)		\$ 3.75	\$ 492.00
15	26/07/2010	Osan tama husi Kripik (Merkadoria)	\$ 8.00		\$ 500.00
16	26/07/2010	Osan tama husi Manu nebe faan ba Mestre sira	\$ 2.00		\$ \$ 502.00
17	26/07/2010	Foti osan atu selu transporte ba pesan Bis iha Lospalos.		\$ 2.00	\$ 500.00
18	26/07/2010	Foti osan atu hola tipex hodi hadiak buku khas.		\$ 0.50	\$ 499.50
19	26/07/2010	Osan tama husi Manu nebe faan iha Fuiloro (Pecuaría)	\$ 31.00		\$ 530.50
20	26/07/2010	Foti osan atu selu transporte lori fahi ba halo Sourisu iha Dili One More Bar (Pecuaría)		\$ 170.00	360.50
21	27/07/2010	Foti osan hodi sosa Mina goreng no Hudi atu halo kripik. Merkadoria		\$ 24.75	\$335.75
22	27/07/2010	Foti osan hodi hola gula halus atu uja ba kripik. Merkadoria		\$ 1.40	\$ 334.35
23	29/07/2010	Osan tama husi kripik Merkadoria	\$ 7.50		\$ 331.55
25	31/07/2010	Osan tama husi sourisu nebe faan ba Lita stor (Pecuaría)	\$ 360.00		\$ 691.55

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

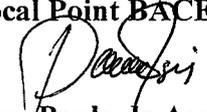
1. Halao serbisu iha komunidade ruma. (**Laiha**)
2. Treinamentu ruma nebe Estudante sira simu ba fulan ida ne'e: Halao treinamento konaba **Produk AMA** nebe haketak susu been husi nia protein sai kafuak.
3. Bainaka sira mak mai visita eskola (**laiha**)
4. Visita Estudante ba fatin ruma:
5. Demostrasaun: **Iha area Mecanico** mak: Mengoperasi Mesin Las, Cara Mencairkan Elektroda, Operasi Mesin Bubut Kayu, Gangang kikir, Operasi Mesin Bor tiang
6. Demonstrasaun iha are **Agropecuaria**: Pratika halo ransum lokal ba Manu, Halo Vaxinasaun ba Manu Petelur no Fahi VDL.
7. **Iha area Horticultura**: Demonstrasaun kontinua halao prosesamente ai-han husi prdutu lokal konaba: Syrup husi Lida Buaya, Virgen Coconut Oil, Susu Been no Susu tepung husi Fore Keli.
8. Iha area **Agro-Negocio**: Halao Managemento formato lakon no manan husi grupo negosio ida-idak hanesan Grupo Horticultura, Agro-Pecuarria no grupo merkadoria.
9. Iha area **Lingua Ingles** kontinua halao pratika Negosiasaun no Dialogue iha tempu Comditi no Kalan.

VI. PLANO BA FULAN OIN MAI

Planu Ba Fulan Oin Estudante Sira Sei ba Estagio Durante Fulan Rua hahu husi Dia 2 de Agosto to'o 30 de Setembro.



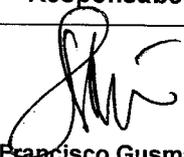
Focal Point BACET:


Ass. Paulo de Assis

Anexo: Deskrisaun Atividades

1. Grupo Pecuaria: Halo Sourisu no Faan Manu nebe hakiak rasik.

Tabela husi Babi B nebe hodi halo Sourisu:

Tipo Animal	BB Babi	Total Sourisu	Preço/kg	Total Osan	Obs	Responsabel
Fahi	98 kg	24 kg	\$ 15.00	\$ 360.00	Faan tiha ona	 <u>Francisco Gusmao</u>
		27 kg	-----	-----	Seidauk Faan	
Manu	16 Ekor	Faan ona 7 ekor	\$ 44.00	\$ 44.00		
		Seidauk faan 9 ekor				

2. Tabela Halo Kripik no Faan husi grupo Merkadoria.

Deskrisaun	Volume	Preço	Total	Responsabel
Hola Hudi	10 Ramun	\$ 27.00	\$ 27.00	 <u>Paulo de Assis</u>
Kripik Jadi	200 Bks:	-----	-----	
	Faan ona 62 bks Seidauk Faan 138 bks	\$ 15.50 -----	\$ 15.50 -----	

RELATORIO MENSAL FULAN AGUSTO TINAN 2010



**BUILDING AGRIBUSINESS CAPACITY IN EAST TIMOR
BACET FUIORO
2009 - 2010**

**BUILDING AGRIBUSINESS CAPACITY IN EAST TIMOR
BACET
DON BOSCO FUILORO**

F **Sr. Ipolito da Costa**
D **Director Nacional da Formação Agrícola (DNFA) do**
M **Ministério da Agricultura e Pesca**
A **Relatório Mensal Atividade Programa BACET Fuiloro ba**
s **fula, agosto de 2010**
C **Michael Perle Lino O'akes, BACET Chief of Pr**
D **1 de Setembro de 2010**

R **Relatório N.º e conhecimento Husi**

Pelo Visto Director da Escola Fuiloro



Pe. José Vattapattani, SDB

Vocal Point BACET Fuiloro

Atanasio Jose Be d, SDB

INTERNATIONAL DEVELOPMENT

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I. INTRODUSAUN

Programa Building agribusiness Capacity in East Timor (BACET) hanesan Curso additional ida ne'ebe hala'o iha Escola Rua hanesan Maliana no Fuiloro.

Programa ne,e simu estudante nebe'e acaba ona Escola Ensino Agricola atu aumenta capacidade ou haklean sira nian ablidades iha area agro-Negocio atu sai no forma Cooperativa ou sai Empregario iha area Agricultura no sai mos Mata Dalan ba Povu Agricola iha Timor Laran Tomak liu husi dalan Estesionista.

Agora Programa ne'e nia Implementasaun to ona ba dalan estajio atu kompete liu ka aumenta capacidade Estudante liu husi Practika ne'ebe sira hetan durante fulan sia nia laran iha escola.

II. OBJEKTIVO

Objetivo Estudante ba Estajio

- a. Estudante ba implementasaun buat neebe sira hetan iha Programa BACET
- b. Estudante Ba Aplika sira nian Ablidades iha Treino ne'ebe hetan iha Curso Fulan sia nia laran no conhece la-laok NGO iha Timor Leste.
- c. Estudante ba Aprende Tecnica Foun husi NGO neebe Estudante Estajio (PKL) ba.
- d. Estudante Partisipa ou fo treinamento ba Povo Agricultura liu husi dalan ka Programa NGO.
- e. Estudante bele hasoru diretamente ho comunidade atu resolve Probleme Agricultura, pas parte iha area Seguranca alimentas, Food Processing, Hortikultura, marketing, Peternakan no buat seluk tan.
- f. Estudante bele Toman responsabilidade ba servisu nebe'e NGO fo ba.

- g. Bele tulun Estudante Conhece no hatene hala'o atividades iha sociedade nia le'et.
- h. Bele tulun Estudante conhece no hatene oinsa serviso ho koalidade tuir nececidades povo Timor, liu – liu hasae Produto Lokal no Seguranca alimentar.

III. LISTA FATIN ESPERIENCIA SERVISO

Lista estudante BACET 2009 – 2010

A. Lista Fatin Esperiencia Serviso Estudante Fuloro

No.	Naran Estudante	Organizasaun	Job Summary	Fatin Esperiencia Serviso	Obs
1.	Agapito da Silva	CNEFP	Manajemento ai fuan inklui indetifikasaun Osan, halo plano ba produsaun Pertanian, lukro fa'an, prepara lahan no osan trasportasi.	Tibar	
2.	Inacio Cardoso	One More Bar	Produsaun Na'an Fahi	Dili - Licedere	
3.	Cesario da Silva Carvalho	G T Z	Mercadoria(pemasaran), uza irigasaun atu rega ai - horis	Baucau Kota	
4.	Atanzio Soares	C C T	Rotasaun ba Vanili, Kafe'e, animal no database;	Dili – Manleuana	
5.	Almerita Amaral	USC - Canada	Servisu iha Produsaun,	Manatuto Cribas	

			manajemento no merkadoria ba animal hakiak no agricultura, operasaun ba tractor ki'ik, vasinasi ba animal, no Recording.		
6.	Natalino Viegas Soares	Timor Global	Produsaun Ai-Fuan no Kafe'e	Railaco – Ermera	
7.	Eduardo Soares	Custom - Quarantine	Ai-horis no prefensaun moras animal, Analisaun ba Merkadorin International	Dili no Batugade	
8.	Teresa da Graca Maia	Credit Union LANAMONA	Kredito	Maliana	
9.	Gabriel Seco Abi	C R S	Produsaun no merkadoria, recording ba lahan, mantensaun ba ai-horis	Viqueque	
10.	Joaquim Alves Assis	Susu Been	Recording Produsaun, Lukro, Tekniko hois Susu	Chalutur Lospalos	
11.	Rufina da Costa	PERMATIL	Formasaun no suporta Hortikultura, usa lahan, indetifikasaun ba osan Lukro,.	Turicai Same	

12.	Joanico Tilman	F A O	Formasaun ba povu iha area hortikultura, hakiak animal inklui vasinasaun, manajemento Proyek, sitema irigasaun.	Dili	
13.	Americo Exposto	Oxfam Australia	Servisu hamutuk ho povu iha area rural hodi aumenta produsaun ai-han, metodo trasportasaun ba ai-horis, no recording no manajemento ba osan.	Oecusi	
14.	Celestinho Assunção	World Vision	Verifikasaun ba komuditi iha area hortikultura no hetan lukro ba povu.	Aileu	
15.	Dinis Amaral	Haburas Moris	Hortikultura, hakiak animal, Food Processing	Bobonaro	
16.	Nicolao Faria	Bengkel ETA Maliana	Fo treinamento ba povu iha area Manutensaun Traktor	Maliana	
17.	Triponio dos Santos Marques	Garcia Farmer	Produsaun manu Tolon, manajemento, no merkadoria.	Railaco - Ermera	

**B. Lista Fatin Esperiencia Serviso Estudante nebe'e Mestre BACET Fuiloro hala'o
Monitoring ba.**

No.	Naran Estudante	Sexo	Escola BACET	Organizasaun
1.	Cesario da Silva Carvalho	M	Fuiloro	GTZ Baucau
2.	Judit da Concencão	F	Maliana	
3.	Apolinario Queno	M	Maliana	
4.	João Soares Araujo	M	Maliana	
5.	Edviges Encarnação	M	Natarbora 08	
6.	Romeo de Deus Maia	M	Maliana	CDC Baucau - Centro
7.	Marthino do Santosn	M	Maliana	Desenvolvimento Comunitaria
8.	Xisto de Araujo	M	Maliana	F A O Baucau
9.	Martinho Antonio	M	Maliana	
10.	Maria de Fatima ili Loe	F	Natarbora 08	
11.	Martinho Amaral	M	Maliana	PERMATIL Laga Samagia
12.	Gabriel Seco Abi	M	Fuiloro	C R S Uatulari
13.	Luxia Maria Xavier	M	Maliana	C R S Vemasse

				Baucau
14.	Martinho De Jesus	M	Natarbora 08	C R S Vemasse Baucau
15.	Israel dos Santos	M	Maliana	C R S Lospalos Maupetin
16.	Oscar Maia	M	Maliana	Fuiloro - Dairy
17.	Joaquim Alves	M	Fuiloro	Susu Been Chalutur Lospalos
18.	Margarida Moniz	F	Maliana	AFMET Trisula
19.	Nelson Dos Reis	M	Maliana	Lospalos
20	Dulcina Geralda	F	Natarbora 08	Child Fund
21.	Marta da Costa	F	Natarbora 08	Luarae Lospalos
22.	Julio dos Santos	M	Maliana	Child Fund
23.	Mateus Abi	M	Maliana	Manatuto
24.	Francisco do Rosario	M	Maliana	USC-Canada
25.	Bartolmeus mangalhaes	M	Maliana	Manatuto Cribas

26.	Almerita Amaral	F	Fuiloro	

IV. PARTISIPANTES

- 1) Estudante Programa BACET Fuiloro Tinan 2009 – 2010 hamutuk 17 Pessoas;
 Mane 14 Pessoas
 Feto 3 Pessoas
- 2) Estudante Programa BACET Maliana hamutuk 40 Pessoas.
- 3) Estudante Programa BACET Angkatan primeiro Natarbora no Fuiloro hamutuk 7
 Pessoas.
 Fuiloro Nain 1 Pessoas (Mane)
 Natarbora Nain 6 Pessoas (Mane 3 Pessoas no Feto 3 Pessoas)

V. PROGRAMA, HORARIO NO AKTIVIDADES

Programa Estudantes no Inklui mos mestre sira

A. Programa Estudantes

a) Programa

Fulan agusto no fulan Setembro Estudante hala'o programa Estajio ka Esperiencia servisu iha 26 organizaun nebe'e iha timor leste

b) Horario

Horario la'o tuir NGO Ida – idak nian

c) **Aktividades**

Aktividades Estudante iha NGO durante fulan Agosto nebe'e mestre BACET Fuiloro
hala'o monitoring ba.

No.	Naran Organizaçãun	Aktividades
1.	PERMATIL Laga Samagia	<ol style="list-style-type: none"> 1. Viveiros ai-han hanesan Saburaka, Kulujaka, Ai teka, Ai nitas 2. Kolam : Integrado Kolam ikan no manu 3. Halo Kantadeiro 4. Kompos Cair no Maran 5. Biogas 6. Hakiak animal 7. Fo Trainamento ba povu no Groupo
2.	G T Z Baucau	<ol style="list-style-type: none"> 1. ICM 2. Horty 3. Perkebunan halo ocolasi 4. Fruitycultura 5. Pembibitan hanesan a'as, kulu 6. Tuir Treinameto no fo treinamento ba povu agricola area cover GTZ (Bussines ou hili idea negocio)

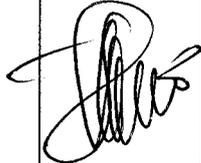
3.	CDC Centro Desenvolvimento Comunitaria Baucau	<ol style="list-style-type: none"> 1. Food Processing 2. Agricultura hanesan Horty no Natar 3. Halo Pesticida 4. Halo Kompos Maran
4	F A O Baucau	<p>Horty</p> <ol style="list-style-type: none"> 1. Fahe Fini 2. Hands Tool 3. Pesticida 4. Atinque seguranca alimentar
5.	C R S Uatulari	<ol style="list-style-type: none"> 1. Treinamento Ba povu konaba hasae kantereiro 2. Pembibitan modo 3. Hadia kualidade Produsaun Kami'i 4. Halão Evaluasaun iha area servisu (baze)
6.	C R S Vemasse	<ol style="list-style-type: none"> 1. Tuir treinamento no fo penyuluhan ba komudidade agricultura 2. Halo Bedengan no kuda modo 3. Viveiros
7.	CHILD FUND Manatuto (Cribas)	<ol style="list-style-type: none"> 1. Halo kantereiro no kuda modo 2. Sira tein mina nu'u

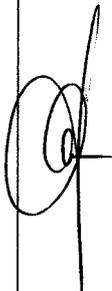
		3. Halo kripik
8.	USC – Canada Manatuto (Behau)	<ol style="list-style-type: none"> 1. Halo kanalizasaun be'e 2. Halo Lutu hamutuk ho Komunidade 3. Halo Kantereiro no kuda modo 4. Tuir treinamento 5. Visita area servisu USC-Canada
9.	SUSU BEEN Chalutur Lospalos	<ol style="list-style-type: none"> 1. Prepara kandang 2. Hois Susu Been 3. Fo tato'o ba karau, Bringkus 4. Halo indentifikasaun ba karau
10.	CHILD FUND Lospalos (Luarae)	<ol style="list-style-type: none"> 1. Survei lokasi 2. Organiza povo agricultura atu servisu iha Groupo 3. Pengukurn jarak bedengan tanba halo bedengan 4. Pengukuran jarak tanam 5. Kuda modo 6. Penyulaman, penyiangan, no halo pupuk cair 7. Tuir treinamento konaba mina (halo mina Nu'u)

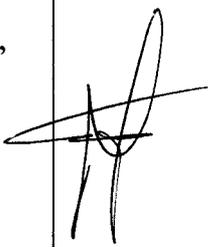
11.	AFMET Lospalos (Trisula)	<ol style="list-style-type: none"> 1. Prepara alat no bahan, halo campuran, no hense Mal sabaun, ida ne'e servisu iha area Halo Sabaun 2. Hala'o monitoring saude iha fatin seluk 3. Fahe ai-moruk 4. Semana – semana hala'o Evalusaun
12.	C R S Lospalos (Maupitin)	<ol style="list-style-type: none"> 1. Fo Treinamento halo Marmelada 2. Halo Bedengan 3. Halo fatin Viveiros no halo Viveiros modo
13.	Oxfam Autralia	<ol style="list-style-type: none"> 1. Halao Work Shop iha Suco Naimeco konaba UBSP (Usaha Bersama Simpang Pinjam) 2. Fo Treinamento konaba prosesu hakiak modo ba Grupo Agricultores nebe serbisu hamutuk hakiak modo nebe hetan suporta husi Companha Oxfam. Estudante fo treinamento ba grupo 3 hanesan: Gupo ida iha Maquelab no grupo Rua iha Bocos. Husi fulan Augusto Estudante fo treinamento konaba Maneira halo fatin viveiros no kari fini, halo kantredo no kuda tuir distansia. 3. Hanourin Grupo sira konaba Manajemento proseso Osan tama no sai iha grupo nia laran

14.	LAHO Group Production Oecusi	Aktividade Esperiansia Servisu Nebe Estudante Halao Husi Fulan Augusto: Kuda Fore Munggu, Kuda Aifunan Jardim, Halo fatin Vibeiros Kuda Tomate, Kuda Lis no halo manutensaun ba Aimanas. Halao Identifikasaun ba Merkado Oecusse koanab produto nebe faan iha merkado. Halao hamutuk ho Staff konaba Manajemento Prosesu Osan tama no sai iha Grupo
15.	Coperativa ATAURO CONII STAR.	1. Hakiak budu tasi, kuda no Koeleta 2. Halo Monitoring haleu atauro atu cek no tetu budu tasi husi grupu iha atauro

B. Programa Mestre sira nian

No.	Naran Mestre // Posicao	Aktividades	Data Hala'o	Fatin	Assinatura
1.	Me. Francisco Gusmão Mestre ba Materia Pecuaría	a. Partisaipa Inkontro nebe'e realiza husi Land O' Lakes Konaba Fahe Profisores ba fatin Estudantes BACET Estajio ba, Evalusaun Programa BACET tinan kotuk no Review Curriculum ba tinan oin.	9 to 11 Agosto 2010	Edificio Land O' Lakes	

		<p>b. Buku Siswa ba materia Pecuaria.</p> <p>c. Monitorizasaun (Iha NGO CRS, Child Fund, no USC-Canada)</p> <p>d. Review konaba Buku Siswa ba Materia Pecuaria nebe'e haruka husi Senhora Kate.</p>	<p>12 to 13 Agosto 2010</p> <p>27 to 28 Agosto 2010</p> <p>30 to 31 Agosto 2010</p>	<p>Edificio Land O' Lakes</p> <p>Araea Baucau Vemasse no Manatuto)</p> <p>Fuiloro</p>	
2.	<p>Me. Carlos Da Costa</p> <p>Mestre ba Materia Hortikultura</p>	<p>a. Partisipa Inkontro nebe'e realiza husi Land O' Lakes Konaba Fahe Profisores ba fatin Estudantes BACET Estajio ba, Evalusaun Programa BACET tinan kotuk no Review Curriculum ba tinan oin.</p> <p>b. Monitorizasaun (Iha NGO</p>	<p>9 to 11 Agosto 2010</p> <p>27 to 28</p>	<p>Edificio Land O' Lakes</p> <p>Araea</p>	

		CRS, Child Fund, no USC-Canada)	Agosto 2010	Baucau Vemasse no Manatuto)	
3.	Me. Augusto Barros,S.pt. Mestre ba Materia Agro-Negosio	a. Partisipa Inkontro nebe'e realiza husi Land O' Lakes Konaba Fahe Profisores ba fatin Estudantes BACET Estajio ba, Evalusaun Programa BACET tinan kotuk no Review Curriculum ba tinan oin. b. Monitorizasaun (Iha NGO Permatil Laga, CDC Baucau, GTZ Baucau, FAO Baucau, no CRS Uatulari)	9 to 11 Agosto 2010 26 to 28 Agosto 2010	Edificio Land O' Lakes Area Laga Samagia, Baucau Kota no Viqueque Uatulari	
4.	Me. Atanasio Belo Mestre ba Materia	a.Partisipa Inkontro nebe'e realiza husi Land O' Lakes Konaba Fahe Profisores ba fatin Estudantes BACET	9 to 11 Agosto 2010	Edificio Land O' Lakes	

	Mekanizasaun	<p>Estajio ba, Evalusaun</p> <p>Programa BACET tinan kotuk no Review</p> <p>Curriculum ba tinan oin.</p> <p>b.Monitorizasaun (Iha NGO Permatil Laga, CDC Baucau, GTZ Baucau, FAO Baucau, CRS Uatulari, no CRS Maupetin- Lospalos)</p> <p>c.Manutensaun ba Gerador Bacet no Peralatn Bengkel Bacet.</p> <p>d.Halo relatorio no Focal Point</p>	<p>26 to 28</p> <p>Agusto 2010</p> <p>No dia 1 de</p> <p>Setembro</p> <p>2010</p> <p>Fulan Agosto</p> <p>Fulan Agosto</p>	<p>Area Laga</p> <p>Samagia,</p> <p>Baucau</p> <p>Kota no</p> <p>Viqueque</p> <p>Uatulari,</p> <p>no</p> <p>Lospalos</p> <p>Fuiloro</p> <p>Fuiloro</p>	
5.	Paulo de Assis Assitente Mestre Bacet	a. Partisipa Inkontro nebe'e realiza husi Land O' Lakes Konaba Fahe Profisores ba fatin Estudantes BACET	9 to 11 Agusto 2010	Edificio Land O' Lakes	

		Estajio ba, Evalusaun Programa BACET tinan kotuk no Review Curriculum ba tinan oin. b. Monitorizasaun (Iha NGO Oxfam Australia, Laho Group Production, Coperativa Atauro Cottoni Star no CRS Maupitin) c. Update no Scan Disk Komputador	23 to 28 Agusto 2010 No dia 1 de Setembro 2010 Fulan Agosto 2010	Area Oecusi no Ilha Atauro no Lospalos Lab. Fuiloro	
6.	Ma. Jorgita Fereira Mestra ba Materia Komputador	Monitorizasaun (Iha NGO Afmnet, Child Fund Luarai, Susu Been Caulutur)	25 agusto 2010	Area Lospalos	

C. Programa Fulan Setembro

Iha fulan Setembro Estudante sei kontinua sira nia estajio iha fatin ka NGO nebe'e aloka tiha ona. No Iha NGO Oxfam Oecusi nia Programa Estudante BACET sei fo treinamento konaba Food Proccesing hanesan Marmelada, Krpiik, Susu Kedelai, Sirup Lidah Buaya ba Saff Oxfam no Komunudade.

VI. CONCLUSAUN

Monitoring Mestre sira nian iha fatin hanesan Oecusi, Atauro, Manatuto, Baucau, Viqueque, no Lospalos ne'ebe NGO iha katak Estudante BACET servisu ou Partisipasaun La' o Diak no sira mos antusias iha Fatin Estagio tanba hetan mos buat Foun ba sira no mos Aplika buat nebe'e pas parte iha area agricultura.

RELATORIO MENSAL FULAN SETEMBRO TINAN 2010



BUILDING AGRIBUSINESS CAPACITY IN EAST TIMOR
BACET FUIORO
2009 – 2010



USAID
FROM THE AMERICAN PEOPLE

**BUILDING AGRIBUSINESS CAPACITY IN EAST TIMOR
BACET
DON BOSCO FUILORO**



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

Assunto : Relatório Mensal Atividade Programa BACET Fuloro ba
fulan Setembro de 2010

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

Data : 1 de Outubro de 2010.

LAND O' LAKES, INC.

INTERNATIONAL DEVELOPMENT

Relatório Ne'e Konhecimento Husi:



Pelo Visto Director da Escola Fuloro

[Handwritten signature]

(Sr. José Vattaparambil, SDB)

Vocal Point BACET Fuloro

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(Atanasio Jose Belo)

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I. INTRODUSAUN

Esperiencia Servico mak Atividade Ensino ida ne'ebe importante tebes iha ita nia vida hanesan estudante wainhira besik atu ramata Ensino, portanto liu husi oportunidade ida ne'e ita sei kria relasaun ne'ebe firme Entre ita no Sosiadade le'et iha Timor Laran Tomak, ho tempu ka durasaun durante fulan rua nia laran iha baze ne'ebe Estudante sira halão Esperiencia Servisu ba.

Iha Fatin Esperiencia Servisu Estudante sei Profunda konesimento, hariku Esperiencia, aumenta kapacidade no Transforma intelektual ne'ebe sira hetan durante fulan sia nia laran hodi desenvolve Nasaun no Estadu Republica Demoractica de Timor Leste, hodi involve-an sai matadalan atu Hasae Redemento Produsaun Povu Agricultor sira.

II. OBJEKTIVO

Objetivo Estudante ba Estajio

- a. Estudante bele manan esperiencia apredizagem ne'ebe iha valór, liu husi involvimento Estudante nian iha Sosiadade.
- b. Haburas Relasaun entre Escola, Sosiadade (Governo Lokal), ho NGO iha Timor laran Tomak hodi asegura aktividade konkretu iha sosiadade ne'ebe dezenvolve-an daudaun.
- c. Estudante bele envolve-an materialmente, Korporalmente no Espiritualmente hodi aselera Desenvolvimento iha area agricultura nian iha Timor.
- d. Estudante hamosu Esperanca hodi Servi Nasaun no Povo Mukit sira.

- e. Estudante Toman Resposablidade, halo sira konhese sira nian an rasik, sukat sira nia kapacidade, no bele resolve aspetu agricultor ne'ebe Povu Timor Infrenta daudauk.

III. LISTA FATIN ESPERIENCIA SERVISIO NEBE MESTRE HALO MONITORING BA

**Lista Fatin Esperiencia Serviso Estudante nebe'e Mestre BACET Fuiloro hala'o
Monitoring ba.**

No.	Naran Estudante	Sexo	Escola BACET	Organizasaun
1.	Cesario da Silva Carvalho	M	Fuiloro	GTZ Baucau
2.	Judit da Concencão	F	Maliana	
3.	Apolinario Queno	M	Maliana	
4.	João Soares Araujo	M	Maliana	
5.	Edviges Encarnação	M	Natarbora 08	
6.	Romeo de Deus Maia	M	Maliana	CDC Baucau - Centro
7.	Marthino do Santos	M	Maliana	Desenvolvimento Comunitaria
8.	Xisto de Araujo	M	Maliana	F A O Baucau
9.	Martinho Antonio	M	Maliana	

10.	Maria de Fatima ili Loe	F	Natarbora 08	F A O Baucau
11.	Rufina da Costa	F	Fuiloro	PERMATIL Laga Samagia (Rotasaun husi Turiscaí)
12.	Gabriel Seco Abi	M	Fuiloro	C R S Uatulari
13.	Luxia Maria Xavier	M	Maliana	C R S Vemasse Baucau
14.	Martinho De Jesus	M	Natarbora 08	C R S Vemasse Baucau
15.	Israel dos Santos	M	Maliana	C R S Lospalos Maupetin
16.	Oscar Maia	M	Maliana	Fuiloro – Dairy Iha Fulan Setembro Estagio iha Fali Dili
17.	Joaquim Alves	M	Fuiloro	Susu Been Chalutur

18.	Margarida Moniz	F	Maliana	AFMET Trisula
19.	Nelson Dos Reis	M	Maliana	Lospalos
20.	Dulcina Geralda	F	Natarbora 08	Child Fund
21.	Marta da Costa	F	Natarbora 08	Luarae Lospalos
22.	Julio dos Santos	M	Maliana	Child Fund
23.	Mateus Abi	M	Maliana	Manatuto
24.	Francisco do Rosario	M	Maliana	USC-Canada
25.	Bartolmeus Mangalhaes	M	Maliana	Manatuto Cribas
26.	Almerita Amaral	F	Fuiloro	
27.	Ediano Colo	M	Maliana	LAHO Oecusi
28.	Romando Coa	M	Maliana	Cooperativa
29.	Manuel da Silva	M	Maliana	Atauro Cottani Star
30.	Americo de Deus Exposto	M	Fuiloro	Oxfam Australia
31.	Filipe Soares Araujo	M	Maliana	
32.	Maria de Jesus Fatubai	F	Maliana	Oecusi
33.	João Cequeira	M	Fuiloro 08	

IV. PARTISIPANTES

- 1) Estudante Programa BACET Fuiloro Tinan 2009 – 2010 hamutuk 17 Pessoas;
Mane 14 Pessoas
Feto 3 Pessoas
- 2) Estudante Programa BACET Maliana hamutuk 40 Pessoas.
- 3) Estudante Programa BACET Angkatan primeiro Natarbora no Fuiloro (2008)
hamutuk 7 Pessoas.
Fuiloro 1 Pessoas (Mane)
Natarbora 6 Pessoas (Mane 3 Pessoas no Feto 3 Pessoas)

V. PROGRAMA NO AKTIVIDADES

Programa Estudantes no Inklui mos Mestre sira

A. Programa no Atividades Estudantes

a) Programa

Iha fulan Setembro hanesan fulan ikus Estudante hala'o Programa Estajio ka Esperiencia servisu iha 26 organizaun nebe'e iha Timor Leste no dia 1 até dia 3 fulan Otubro 2010 Estudante sei fila husi fatin Esperiencia Servisu no ba Escola Ida - idak hodi hato'o ka apresenta Relatorio.

b) Atividades

Aktividades Estudante iha NGO durante fulan Setembro nebe'e mestre

BACET Fuiloro hala'o Monitoring ba.

No.	Naran Organizaçãun	Aktividades
1.	PERMATIL Laga Samagia	<ol style="list-style-type: none"> 1. Halo Viveiros Kafe, Ai kakeu, Mahoni, no seluk tan 2. Rega no hamos Fini nebe iha fatin Viveiros, halo Kantereiro 3. Kuda modo 4. Tuir Treinamento Konaba GPS (Global Positioning System)
2.	G T Z Baucau	<ol style="list-style-type: none"> 1. Monta Plastik MPH (Mulsa Plastik Hitam) 2. Tuir Treinamento konaba Food Processing 3. Tuir Treinamento Konaba ICM 4. Produsaun Modo 5. Halo Uma Fatin Food Processing
3.	CDC Centro Desenvolvimento Comunitaria Baucau	<ol style="list-style-type: none"> 1. Hamutuk ho Staff CDC fo Treinamento ba Groupo Agriculture konaba ICM 2. Fo Treinamento ba Groupo Agricultures konaba Food Processing

		<ul style="list-style-type: none"> 3. Tuir Treinamento konaba oinsa atu servisu iha TEAM (Team Work) 4. Produsaun Hortikultura
4	F A O Baucau	<p>Horty</p> <ul style="list-style-type: none"> 1. Fahe Fini 2. Hands Tool 3. Pesticida 4. Atinque seguranca alimentar
5.	C R S Uatulari	<ul style="list-style-type: none"> 1. Fo Treinamento ba Grupo Agricultureres Konaba Produsaun Modo no Teknika Uja adubus 2. Halo Adubu Kompos 3. Tuir Treinamento konaba oinsa atu halao Servisu iha Team
6.	C R S Vemasse Baucau	<ul style="list-style-type: none"> 1. Produsaun Modo 2. Halo Food Processing 3. ICM
7.	CHILD FUND Manatuto (Cribas)	<ul style="list-style-type: none"> 1. Halo Pesticida Organiku 2. Halo Kompos 3. Halo EM4

		<ul style="list-style-type: none"> 4. Kuda Modo 5. Agro-negocio
8.	USC – Canada Manatuto (Behau)	<ul style="list-style-type: none"> 1. Kuda Modo 2. Halo Bibi Luhan 3. Halo Lutu 4. Dada Be'e 5. Halo Pembibitan (Agro-Floresta) 6. Halo Pendataan 7. Agro-Negocio
9.	SUSU BEEN Chalutur Lospalos	<ul style="list-style-type: none"> 1. Halo Monitoring 2. Halo Karau Luhan 3. Fo han Karau 4. Agro-negocio
10.	CHILD FUND Lospalos (Luarae)	<ul style="list-style-type: none"> 1. Kuda Modo 2. Hanorin Tecnico Kuda Modo 3. Pemasaran (Agro-Negocio)
11.	AFMET Lospalos (Trisula)	<ul style="list-style-type: none"> 1. Ajuda Klinika 2. Halo Monitorizasaun ba Grupo Fini 3. Halo Sabaun 4. Merkadoria (Agro-negocio)
12.	C R S Lospalos (Maupitin)	<ul style="list-style-type: none"> 1. Kuda Modo 2. Halo Processing (Marmelada Hudi, Sabraka, no Lakeru)

		<ol style="list-style-type: none"> 3. Halo Kompos 4. Hanorin English 5. Fo treinamento Dezastre Naturais 6. Halo Teras Sering 7. Hanorin Agronegocio ba povo
13.	Oxfam Autralia	<ol style="list-style-type: none"> 1. Hala'õ Treinamento iha baze hamutuk ho Staff Oxfam. 2. Survey Pasar 3. Fo Treinamento Food Processing ba Staff Oxfam Oecusi (Halo Rapsado husi sukar no Nu'u, Sirup Jahe, Krip Aifarina, Marmelada husi Lakeru) 4. Halo Relatorio.
14.	LAHO Group Production Oecusi	<p>Aktividade Esperiensia Servisu Nebe Estudante Halão Husi Fulan Setembro:</p> <ol style="list-style-type: none"> 1. Hortikultura 2. Halo Kompos 3. Partisipa Inkontro (Troka Idea) 4. Instalasaun Be'e 5. Hakiak Fahi 6. Monitoring iha Baze konaba Programa Hortikultura no Pemasaran

15.	Coperativa ATAURO CONII STAR.	1. Haki'ak Budo Tasi (Rumput Laut) 2. Panen Budo Tasi 3. Luko Tasi (Buka Ikan) 4. Exspor Budo Tasi (Pemasaran) ba Rai Liur.
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B. Programa Mestre sira nian iha Fulan Setembro

No.	Naran Mestre // Posicao	Aktividades	Data Hala'o	Fatin	Assinatura
1.	Me. Francisco Gusmão Mestre ba Materia Pecuaría	a. Monitorizasaun (Iha NGO Permatil Laga, CDC Baucau, GTZ Baucau, FAO Baucau, no CRS Uatulari) b. Prepara atu Bimbing Estudante Wainhira fila husi Fatin Esperiencia Servisu.	23 to 25 Setembro 2010	Area Laga Samagia, Baucau Kota no Viqueque Uatulari	

2.	<p>Me. Carlos Da Costa</p> <p>Mestre ba Materia Hortikultura</p>	<p>a. Monitorizasaun (Iha NGO CRS, Child Fund, no USC-Canada)</p> <p>b. Prepara atu Bimbing Estudante Wainhira fila husi Fatin Esperiencia Servisu.</p> <p>c. Monitorizasaun (iha NGO CRS Lospalos, AFMET Trisula, Projeto Susu Been Caulutur, no Child Fund Luarae Lospalos)</p>	<p>23 to 24 Setembro 2010</p> <p>21 to 22 Setembro 2010</p>	<p>Area Baucau Vemasse no Manatuto</p> <p>Area Lospalos</p>	
3.	<p>Me. Augusto Barros,S.pt.</p> <p>Mestre ba Materia Agro-Negosio</p>	<p>a. Monitorizasaun (Iha NGO CRS, Child Fund, no USC-Canada)</p> <p>b. Prepara atu Bimbing Estudante Wainhira fila husi Fatin Esperiencia Servisu.</p>	<p>23 to 24 Setembro 2010</p>	<p>Area Baucau Vemasse no Manatuto</p>	

4.	<p>Me. Paulo de Assis</p> <p>Assistente Mestre</p> <p>Bacet</p>	<p>a. Monitorizasaun (Iha NGO Permatil Laga, CDC Baucau, GTZ Baucau, FAO Baucau, CRS Uatulari)</p> <p>b. Tuir Treinamento IT Komputer</p> <p>c. Update no Scan Disk Komputer</p>	<p>23 to 25 Setembro 2010</p> <p>14 to 21 Setembro 2010 (Semana Ida)</p> <p>Setembro</p>	<p>Area Laga Samagia, Baucau Kota no Viqueque Uatulari.</p> <p>Escola BACET Maliana</p> <p>Escola BACET Fuiloro</p>	
5.	<p>Me. Atanasio Belo</p> <p>Mestre ba Materia Mekanizasaun</p>	<p>a. Monitorizasaun (Iha NGO Oxfam Australia, Laho Group Production, Coperativa Atauro Cottoni Star)</p> <p>b. Manutensaun ba Gerador Bacet no Peralatan Bengkel Bacet.</p>	<p>20 to 25 Setembro 2010</p> <p>Setembro</p>	<p>Area Oecusi no Ilha Atauro</p> <p>Bengkel Bacet Fuiloro</p>	

		c. Update no Scan Disk Komputador d. Halo relatorio no Focal Point		Lab. Komputer BACET Fuiloro	
6.	Ma. Jorgita Fereira	Cuti			

C. Programa Fulan Outubro

Iha fulan Outubro Estudante sei Fila husi Fatin Esperiencia Servisu hodi ba Escola
atu halo Relatorio konaba Estagio i depois Apresentasaun Relatorio.

VI. CONCLUSUAUN

Monitoring Mestre sira nian iha fatin hanesan Oecusi, Atauro, Manatuto, Baucau, Viqueque, no Lospalos ne'ebe NGO iha katak Estudante BACET servisu ou Partisipasaun maximu no Sira aprende buat ruma husi NGO ida ne'ebe Estudante halo Esperiencia Servisu ba, hodi bele aumenta sira nia capacidade no habilidades i depois loron ruma sira bele aplika ou ajuda ka servi Nasaun Doben Timor nebe Povo maioria agricultor, atu resolve povo nebe sei moris iha vida nakukun ba vida naroman nian.

Annex B
FY 2010 Performance Review Report

Performance Results September 2010

Note that the RDTL school calendar has been changed this program year to January to November from October to August. Accordingly, the BACET program year (and USAID Fiscal Year) is not in-sync for the purpose of reporting completion rates for the school-based program.

A. Indicators:

<i>Actual 2008</i>	<i>Actual 2009</i>	<i>Indicator</i>	<i>Target 2010</i>	<i>Actual 2010</i>	<i>Target 2011</i>	<i>Comment</i>
144	119	Number of people participating in USG-funded workforce development programs.	165	144	165	Actual for 2010: 23 Female 119 Male 43 Maliana 17 Fuiloro 84 Natarbora* In Natarbora a pilot agribusiness program for agriculture extensionists was implemented and completed. The year-long agribusiness course is implemented in Maliana and Fuiloro.
121	112	Number of people completing USG-funded workforce development programs	150	75	150	Actual for 2010 to-date: 4 Female 71 Male Agriculture Extensionists completed special ag-bus training in Natarbora Projected Additional People for Completion in 2010: 58 (133 total) 18 Female (23 total) 40 Male (110 total) 41 Maliana 17 Fuiloro
	134	Number of people gaining employment or better employment as a result of participation in USG-	75	97	100	Cumulative Indicator. Actual as of 30-June: 23 Female 74 Male

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<i>Actual 2008</i>	<i>Actual 2009</i>	<i>Indicator</i>	<i>Target 2010</i>	<i>Actual 2010</i>	<i>Target 2011</i>	<i>Comment</i>
		funded workforce development programs.				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.
6	43	Number of people transitioning to further education and training as a result of participation in USG-funded workforce development programs.	30	70	40	Cumulative Indicator. Actual as of 30-June: 23 Female 47 Male Continuing education results for FY08 and FY09 graduates (from a total of 233 graduates). Results include on-going education at University and continuing professional development courses.

Participation in BACET Program FY10

Indicator = 165

Actual = 144

Comment: The variance is below the target by 13%.

The BACET program has a unique targeted beneficiary in that to be eligible to participate people must be young and have already graduated from an agricultural high school. Accordingly, enrollment at the level targeted will be a challenge because of the existence of competing opportunities and family economic demands that young men and women start to contribute to the family once they have completed high school.

Though the participation rate is below the targeted indicator, given the generally low skills and capacity of teachers, having a smaller class-size may be advantageous for the successful transfer of knowledge, skills, and motivation. (“Less volume, but better results.”)

Eighty-two students were recruited and enrolled in the advanced agribusiness course, but there was a high percentage of "no-shows" and people withdrawing from the program. Of the 13 students registered for Natarbora, only 2 arrived at Fuloro after it was announced that Natarbora BACET students had to transfer to Fuloro. 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).

Completion of BACET Program FY10

Indicator = 150

Actual = 75

Comment: The program\school year is not yet complete; 133 total (58 additional) participants are projected to complete the program in November 2010. The 75 participants reported above completed the special course Agribusiness and Communications for Community Agriculture Extension Workers. The training was held in Eskola Teknika Agrikola Natarbora for three months, March to June 2010.

In addition to the targeted participants of the Advanced Agribusiness Course, BACET has provided specialized short-term training to 159 participants as follows:

Number of Participants	Topic of Training Held	Description \ Location
60	Basic Bookkeeping and Cash Management	Administrative Trainees at Sister Moreno Salesian Mission Fuiloro
50	English Language	3 rd Year SPP students at ETA Fuiloro and Maliana
22	Basic Bookkeeping and Cash Management	Members of 4 production groups. Trainings held in Dili and Oe'cusse
9	English Language	ETA Maliana Teachers
7	Two Month Work Experience Activity	2008 BACET graduates who are still unemployed participated in internships at various locations. (Work Experience was not offered by program in 2008.)
6	IT Hardware and Network Configuration	MAP Teachers and Staff held at ETA Maliana
5	Improved Ginger Seeds	Farmer Groups in Oe'cusse

Increased Employment Opportunities FY10

Indicator = 75

Actual = 97

Comment: 42% of the combined 2008 and 2009 graduates of the BACET program report improved employment and productive activities. This rate is above targeted indicators; however, the employment rates have decreased over the recent quarters, which could be due to:

- the closure of production groups, which were, in effect, small businesses
- the possible related increase in people pursuing advanced education
- the short-term, project-type related to employment with NGOs in Timor-Leste

Increased employment opportunities include membership in production/marketing groups, and work for family farms, as well as professional employment. If family farming activity is excluded, 36% (84 participants) have improved employment status.

Of 2008 graduates, 55% report productive employment. For 2009 graduates 28% report productive employment. This difference likely indicates the often lengthy period of time to secure professional employment.

Noteworthy examples of work for graduates include:

- 7 graduates are MAP Extensionists
- 15 graduates lead agriculture production groups
- 9 graduates work for USAID funded organizations\projects
- 23 graduates work with agriculture or livelihood NGOs

Continuing Education FY10

Indicator = 30 (cumulative)

Actual = 70

Comment: The percentage of students who pursue higher education is exceeding the targeted expectations by double. Thirty-nine (45 graduates or 19% of total) of BACET graduates are pursuing additional formal education, including 6 individuals studying to be Salesian priests and 39 joining university degree programs (UNTL, UNPAZ, DIT, IOB, ETICA, and universities in Indonesia). The remainder are in non-degree language or IT training programs.

B. Evaluations and Assessment:

There were no official evaluations or assessments completed during the FY10 fiscal year.

In September 2009, USAID completed and issued a mid-term evaluation report of the BACET program. The evaluation was conducted by an economic growth and agriculture officer from USAIDWashington. The key recommendations were:

1. Focus on development of the agribusiness program that can be effectively delivered in the future by MAP and the schools. This program (BACET) should form the basis for a vocational degree program in agriculture.
2. Emphasize training of school faculty.

C. Planned FY11 Quarterly Expenditures:

Q1	Q2	Q3	Q4	Total
\$175,000	\$175,000	\$175,000	\$175,000	\$700,000

D. Persons with Disabilities:

The BACET curriculum includes an element to create awareness about sustainable agriculture, gender awareness, living a healthy life style, and ethics. Inclusion of these themes can make young participants more aware of the challenges faced by people with disabilities and about options to create opportunities for inclusion and integration in agricultural production and business.

E. Success Stories:

Seven Project Updates have been submitted throughout the Fiscal Year as well as one success story about female graduates working in the special horticulture area developed with the USAID\DSP project.

During the past year, the following are noteworthy project successes.

- A course curriculum for agribusiness (relevant to Timor-Leste), including teacher and student workbooks, designed with MAP teachers' input and mentoring
- Introduction of business plan competition, work experience, and student-led farming business for experiential learning.
- Completion of Agribusiness and Communications Training for 75 community agriculture extension workers.
- Student-led farming production group was re-introduced and emphasized decision-making and planning. The ETA Fuloro business group raised pigs, processed the meat, and sold a pork meat sausage to grocers in Dili. The ETA Maliana business group gained valuable experience with chicken production.
- Students toured and learned about livestock production and opportunities from agro-enterprises in Timor-Leste,
- Students completed specialized hands-on training in meat-handling, vegetable preservation, and construction and use of solar-dryers.
- 65 students (including 7 from 2008 class) are completing a two-month work experience at 26 partner organizations and businesses, and reaching all 13 districts. Work experiences targets three areas: (i) production agriculture, (ii) marketing, and/or (iii) business management. The work experience program was approved by Secretary State for Vocational Training and Employment

F. Major Challenges:

Preparedness of MAP to Implement Advanced Course

Land O'Lakes and MAP are discussing a transition plan for the Ministry to continue to implement the BACET course. This is important because the budget for BACET is 30 percent lower in FY2011 and this was defined in a memorandum of understanding with MAP in 2008. Most indications show, however, that MAP has not prepared the schools nor budgeted for incremental costs to implement an Advanced Agribusiness Course, like BACET. For example, the MAP procurement process makes it difficult to deliver basic essentials for the residential schools—fuel vouchers for generators and funds to feed students—so providing resources for practical and innovative learning exercises required by teachers will inhibit a successful transition.

Land O'Lakes is addressing these issues by delivering a transition plan to MAP that clearly identifies both Land O'Lakes roles and responsibilities for 2011 and MAP and the Schools' roles and responsibilities. In addition, Land O'Lakes will hold facilitated meetings with school directors to gain their buy-in and ownership for the coming school year.

To encourage continuity and pass credit for the course to MAP, in 2011 the program will be promoted by MAP and Land O'Lakes as a specialty course—"Advanced Agribusiness"—offered at the Eskola Teknika Agrikolas. BACET will finance the course

and support teachers and the school administration in the background, but responsibility will be held by MAP and the schools. Transition of responsibility for the maintenance of computer centers to the MAP IT Department has begun following this model and is going well.

Alignment of BACET End-date with School Calendar

MAP has indicated its dissatisfaction with the fact that the BACET program is scheduled to end September 2011, while the school year will continue until November\December 2011. This disconnect with dates has come about because the RDTL Government changed the school calendar to a January-to-November year in 2009/10 from an October-to-August school-year, which had been perfectly aligned with the BACET cooperative agreement.

Land O'Lakes will address the issue by programming school support activities to be complete by July 2011, and then scheduling student work experience off-site while the program closes down. Nonetheless, USAID should be aware of MAP's desire to have the program supported until the end of the 2011 school year.

Low Teaching Skills Capacity

The most important and over-arching challenge is the generally low capacity of teachers. All program expectations need to be understood in the framework of the skills and education level of MAP teachers as well as the motivating factors such as compensation, resource delivery, and lack of teacher evaluation system (and performance incentives).

Teachers generally lack sound educational and experiential background to deliver the curriculum and educational process that is expected for the BACET program. In general, teachers lack skills and understanding of teaching methods and often are lacking in practical experience in their teaching concentration and business principles.

Over the past two years, Land O'Lakes has implemented a facilitated process to involve teachers in planning the curriculum and establishing educational outcomes. For many/most teachers, however, this is the first time that the teachers have participated in such a process. Nonetheless, most BACET teachers were willing to participate and provide inputs into the development of the curriculum and materials. With the exception of two or three teachers (often the more senior) the BACET teachers demonstrate a willingness to improve the education process and are pleased to have new resources. Likewise two out of the three school directors encourage the new dynamic for their schools. The less cooperative individuals seem to lack the willingness or motivation to contribute.

A paradigm shift must be accomplished to motivate teachers to link courses and teach students about how the cost of production and market opportunities should influence agricultural production decisions. Land O'Lakes BACET has been coaching and advising teachers accordingly and has introduced teaching and student guides for the course.

In 2011, the guides will be combined into a textbook\workbook and each teacher will be provided with a Teaching Planning book. (The components and tools contained therein they have already been trained to use.)

Also in 2011, teachers will receive course-specific in the technical materials, so that the teachers have the knowledge and skills to deliver ALL materials for the course.

Lack of Vocational Accreditation (Impact on Recruitment)

As noted above, the number of participants is below the performance target. The challenges result from a combination of factors (competing programs or further study opportunities, changing school calendars, lack of promotion\ownership by MAP schools, difficult living conditions at schools, and family financial constraints), but an underlying issue is the perceived cost-versus-benefit balance. At present, no matter how advanced the course offerings are, the participant cannot receive academic credit. This is because the educational system currently does not offer accredited vocational training diplomas.

In 2010, the Secretariat of State for Vocational Training and Employment (SEFOPE) has introduced standards for mechanical, administration, and hospitality vocations, but the activities have just begun. Agriculture vocational training standards were scheduled to be promoted and established in 2010, but the process has not advanced in the past nine months. Without accreditation the BACET participants, invest a year of additional education and receive only certificate to indicate their investment. While BACET promotes entrepreneurship and agro-enterprise development, a diploma is still highly sought and valued by all students. Similarly, teachers who invest time to develop curriculum, attend trainings, and work with a mentor, also only receive a certificate for their extra effort.

In response to this challenge, Land O'Lakes BACET has engaged with SEFOPE to provide input to help define accreditation standards for vocational agricultural education. Also, the course components such as the work experience and business plan activities offer unique opportunities for aspiring agriculture professionals. Moreover, the BACET course fits within a competency-based learning and testing model, which is the international standard for vocational education. In 2011, Land O'Lakes will educate MAP management about the requirements for an accredited program, using BACET (advanced agribusiness course) as a pilot or model that can be adapted for specific vocational tracks in livestock or horticultural production and marketing.

Under-Resourced and Poorly Managed Schools

Generally, throughout Timor-Leste, the education system is poorly managed and under-resourced. Compared to other state-schools, the Eskola Teknika Agrikola have fairly good resources—each having libraries for instance. However, with the exception of ETA Don Bosco Fuloro, the agriculture schools do not utilize existing productive land and facility resources. There is virtually ZERO productive use of land and animals that is used to provide food or money to the Natarbora and Maliana schools nor even is the land effectively used to demonstrate Good Agriculture Practices. This situation appears to result from the lack of any incentives for the teaching staff and school administration or MAP to produce results in this manner. Land O'Lakes can demonstrate a number of examples under BACET where attempts to improve the situation by investing financial and technical resources were squandered by lack of management oversight or initiative by teachers. Accordingly, the goal for Maliana and Natarbora schools to have production agro-enterprises will likely not be achieved. Instead, BACET emphasizes student-led farming businesses that can be used as a central learning tool.

A related challenging area is the schools' oversight, maintenance, and investment in school infrastructure—there is a deficiency in all these areas and it negatively impacts the learning environment at the schools. The most pressing issue is the bad state of water and sanitation systems at ETA Maliana. Land O'Lakes believes that the sanitation issue poses a health concern for the 400 students who reside at the school. Accordingly, the BACET program contracted for an assessment and design of for an water\sanitation improvement project, which was presented to MAP (and USAID). The BACET budget, however, cannot fund the project proposal. MAP has indicated that the proposal will be included in end-of-year infrastructure development projects, but there are no guarantees. Though the issues differ, each school also faces major infrastructure and general maintenance problems that are beyond BACET program resources and mandate.

Annex C

Transition Plan for Advanced Agribusiness Course Implementation

2011 BACET PROGRAM TRANSITION SUMMARY

RESUMO TRANZISAUN PROGRAMA BACET TINAN 2011

The BACET program is completing the third year of courses at MAP's Eskola Teknika Agrikola. The USAID agreement is scheduled to end in 12 months, September 2011. The BACET Program has invested in infrastructure, curriculum development, and teachers' capacity through training, inputs, and mentorship. Results show that teachers succeed when given resources and clear teaching objectives. Likewise, students succeed when given the opportunity to apply and practice the knowledge, tools, and ideas gained from participation. MAP and schools provide the opportunity to learn by offering facilities and good management. Results for BACET include:

- 72% of 233 BACET graduates (2008 and 2009) are working or continuing their education. 175 students have completed work experience.
- MAP teachers have defined the agribusiness curriculum and practical activities, served as Focal Points, and received training in Teaching Methods.
- The schools have improved workshops and equipment, computer facilities, and teaching materials.

In 2011 the BACET program can transition and be promoted as MAP's own Advanced Agribusiness Course. With MAP schools responsible for the course, it can elevate the level of learning and reputation of technical agriculture schools and prepare for the adoption of a vocational education system in the country. The Advanced Agribusiness Course should be offered at one or more schools depending on the student demand for continuing vocational agriculture education. The attached schedule describes roles and responsibilities for the transition year.

Programa BACET kompleta dadaun kursu tinan ba dala 3 iha MAP -Eskola Teknika Agrikola. Oráio tuir akordu USAID atu remata ikus ba fulan 12, Setembro 2011. Programa BACET investe tiha ona iha infrastrutura, dezvoltamentu kurikulu, no kapasitasaun mestre sira liu husi formasaun, "inputs" no orientasaun. Resultado hatudu katak mestre sira suseso bainhira fo rekursus no hanorin ho objetivo sira nebe klaro. Nunee mos, estudantes sira sucesso bainhira fo oportunidade atu aplika no pratika konhesimento, equipmentus, no idea hetan husi partisipasaun. MAP ho eskola sira fornese oportunidade atu aprende liu husi oferese facilidades no managemento diak. Resultado ba BACET inklui:

- 72 % husi 233 graduadus BACET (2008 no 2009) mak agora servisu no kontinua sira nia estudu. 175 estudantes completa ona esperensia servisu.
- Mestre MAP defini ona kurikulu agro-negocio no atividade pratika, servi hanesan Focal Point, no simu formasaun Métodus Honorin.
- Hadia ona oficinas no ekipamentu, laboratorios ba Informatika, no materiais hanorin iha eskola sira.

Iha tinan 2011 programa BACET sai transisaun no promove hanesan Kursu Avansado Agro-negocio MAP nia rasik. Ho eskola MAP responsabel ba kursu nee bele hasae nivel aprendizagem no naran Eskola Teknika Agrikola sira no prepara adoptasaun sistema edukasaun vokasional iha nasaun ida nee. Kursu Avansado Agro-negocio tenke oferese iha eskola ida ka rua depende eziensia estudante nia atu kontinua iha edukasaun profesional agrikola. Oráio nebe anexo deskreve papel no responsabilidade ba tinan trasisaun nian.

CURRICULUM		
Important Element	Land O'Lakes Role and Responsibility	MAP\ETA Role and Responsibility
Text\Workbook for Four Core Classes 1. Agribusiness 2. Livestock Production and Marketing 3. Horticulture Production and Marketing 4. Agri-Mechanics	Print and distribute text\workbook for four subjects. Train teacher to implement	Assign education specialist to review the curriculum and materials. Instruct teachers and school directors to deliver curriculum. Finance salaries for teachers and teaching assistant, except for Agribusiness Teacher.
Student Mixed-Farming Business Model	Integrate student-led farming business as learning tool. Train teachers in model. Fund initial and working capital for student business. Deliver intensive training\orientation to establish, organize, and plan student group farming business.	Allow students access to land and facilities to tools at school. <ul style="list-style-type: none"> • Allocate small space at school to serve as student business office. • Allocate an agreed amount of land and access to livestock facility • Offer option to rent additional land.
Agribusiness Teacher \ Advisor	Finance the salary of agribusiness teacher position. Train and support teacher to facilitate the student-led farming business.	Assign a teacher to be dedicated to teach Agribusiness and Supervise student-led farming business
Two-Month Work Experience	Help teachers incorporate work experience into course and to evaluate results. Support DNFA to administer work experience and coordinate with SEFOPE.	Administer work experience activity. Teachers request and coordinate placements with organizations and businesses.

TEACHER CAPACITY		
Important Element	Land O'Lakes Role and Responsibility	MAP\ETA Role and Responsibility
Training	<p>Print and distribute text\workbook for four subjects. The workbook outlines tools and steps that encourage teachers to use practical learning methods, which are included in the book.</p> <p>Train teachers to implement workbook.</p> <p>Plan for training methods to accredit teachers for professional development and demonstrated skills advancement.</p>	<p>Authorize and assign teachers to attend training.</p> <p>Provide access to school facilities for training purposes.</p> <p>Identify and authorize MAP specialists to cooperate with training of teachers in practical livestock, horticulture, and crop farming activities.</p>
Teaching Planner Book	Print, deliver, and facilitate teachers' use of Teacher Planning Book	Instruct teachers to use Planner Book as a professional tool.
Teacher Monitoring and Assessment	<p>Finance the salary of Teaching Support and Monitoring position.</p> <p>Introduce a teacher monitoring and assessment tools and model.</p>	<p>Assign a new Teaching Support and Monitoring position to help deliver quality education and to assess performance.</p> <ul style="list-style-type: none"> • Position can work for DNFA • Monitor all teachers at four schools, beginning with Advanced Agribusiness Course in 2011
Student Monitoring and Assessment	Review how students are assessed and include practical coursework into grading and evaluation process.	Encourage teacher participation to improve student assessment based on competencies, which will be required in pending national standards.

FACILITIES		
Important Element	Land O'Lakes Role and Responsibility	MAP\ETA Role and Responsibility
Program Schools	<p>Work with School Directors to manage and implement Advanced Agribusiness Course and the school facilities.</p> <p>Budget for basic teaching supplies.</p> <p>Budget limited funds to supplement school improvement projects that are defined, approved, and supervised by MAP.</p>	<p>Define the schools that will implement the Advanced Agribusiness Course</p> <p>Provide adequate student boarding for the number of students enrolled.</p> <p>Provide basic water, sanitation, electric, and food inputs for residential school.</p>
Computer Center and Internet	<p>Budget for Internet Service provision until transitioned to MAP.</p> <p>Until transitioned to MAP, oversee and finance specialist to troubleshoot and fix IT equipment and services.</p> <p>Train responsible teacher or staff to oversee computer centers.</p> <p>Involve MAP IT personnel in system design, management and training.</p> <p>Recommend schedules and tools to increase access to computer centers for students and teachers.</p>	<p>Employ a computer and IT software teacher\instructor.</p> <p>Incorporate ETA computer centers into MAP technology strategy and plans.</p> <p>Plan for transition to MAP IT management of computer centers.</p> <p>Facilitate link to RDTL Government IT initiatives for Internet connectivity and information services.</p> <p>Provide fuel to operate generators to supply electricity for the computer centers to operate.</p>
Agriculture Production Units	<p>Encourage utilization of agricultural land and infrastructure for production, processing and school income generation.</p>	<p>Organize MAP institutional resources to utilize the available land, tools, and resources to demonstrate agriculture production and possible generate incremental resources (foodstuffs or cash) for the benefit of the school.</p>

FACILITIES		
Important Element	Land O'Lakes Role and Responsibility	MAP\ETA Role and Responsibility
Mechanical Workshops	<p>Budget for safety and basic equipment maintenance and repair.</p> <p>Develop training for teacher and staff to utilize existing equipment and tools.</p>	Provide fuel and maintenance for generators to operate automated tools.

Annex D

Work Experience Activity – Summary of Student Placements

BACET WORK EXPERIENCE – 2010

No.	Organization	Job Summary	Total number students	Placement based	Student name	School
1	CNEFP	Management of fruit production including identifying costs, creating a plan for agriculture production, record income at time of sale. Land preparation for fruits and determining costs of transport.	3	Tibar	Agapito da Silva	Fuiloro
					Felix Andrade	Maliana
					Odete de Zena	Maliana
2	ONE MORE BAR	Butchery / Pigs production	1	Díli	Inacio Cardoso	Fuiloro
3	MercyCorps	Food security: gather information for a baseline survey.	2	Ainaro and Manufahi	Lidia da costa	Maliana
					Abel Afonso	Maliana
4	LAHO Group Production	Production of different kind of Horticulture and Financial record.	1	Oe -cussi	Ediano Colo	Maliana
5	GTZ	They will focus on marketing, value added process and using new irrigation systems for new crops	5	Baucau	Cesario da Silva Carvalho	Fuiloro
					Judit da Concencao	Maliana
					Apolinario Queno	Maliana
					Joao Soares Araujo	Maliana
					Edviges Encarnação	Natarbora 08
6	CCT	Rotate between vanilla, coffee, cattle, and database. Prepare land for planting and harvest of crops, review different feeding and housing techniques for cattle and learn about international/domestic coffee markets.	4	Díli/ Suai	Atanzio Soares	Fuiloro
					Marcos dos Santos	Maliana
					Ermelinda da Costa	Maliana
					Adão Vicente	Natarbora 08

7	Don Bosco School Fuiloro - Dairy	Dairy. Animal feeding.	1	Fuiloro	Oscar Maia	Maliana
8	ChildFund	Participate in the production, management and marketing of vegetable production, cattle fattening, coconut oil, business oriented rice farming and/or chicken rising. Including seed storage, animal feeding, record keeping, and value chain analysis.	4	Manatuto	Julio dos Santos	Maliana
				Manatuto	Mateus Abi	Maliana
				Los Palos	Dulcina Geralda	Natarbora 08
				Los Palos	Marta da Costa	Natarbora 08
9	USC Canada – Timor Leste	Working in production, management and marketing of livestock and agriculture. Including operating a hand tractor, vaccination of animals, record keeping, and analyzing supply process (from the farmer to the market).	4	Manatuto/ Aileu	Almerita Almaral	Fuiloro
					Francisco do Rosario	Maliana
					Bartolomeus Magalhaes	Maliana
					Armindo Maio	Natarbora 08
10	Timor Global	Fruit production and coffee production	2	Railaco	Natalino Viegas Soares	Fuiloro
					Antonina Barros Moniz	Maliana
11	Bengkel Arnaldus	Agriculture mechanic and carpentry	2	Maliana	Julio Cardoso	Maliana
					Luis Tanaben	Maliana
12	Customs - Quarantine	Plant and animal disease control. Analyse international markets and differences between international and domestic consumer demands. Become familiar with organisation's record keeping.	2	Díli and Batugade	Eduardo Soares	Fuiloro
					Davis dos Santos	Maliana
13	Credit Union LANAMONA	Credit	1	Maliana	Teresa da Graça Maia	Fuiloro

14	CRS	Production and marketing candlenut. Including record preparing land, maintaining crops and analyzing international and domestic demand.	4	Viqueque, Los Palos and Baucau	Gabriel Secho Abi	Fuiloro
					Israel dos santos Faustino de Oliveira	Maliana
					Luxia Mariana Xavier	Maliana
					Martinho de Jesus	Natarbora 08
15	AFMET	Participate in the marketing and management of soap, medicine and toiletry sanitation. Calculate costs of production, research costs/benefits of product promotion, and differences in local and international demand. Receive hygiene and business training.	2	Fuiloro	Nelson dos Reis	Maliana
					Margarida Moniz	Maliana
16	SusuBeen	Record keeping of production, profits, losses and capital. Become familiar with vaccinations, housing and milking techniques.	2	Los Palos/ Maliana	Joaquim Alves Assis	Fuiloro
					Rosita Elo	Maliana
17	Permatil	Training and support on permaculture techniques (compost, biogas, processing food, livestock systems, etc). Identify costs of inputs, "shadow" manager of organisation, plan land use, harvest timing, and required resources for production.	2	Turiscail/ Laga	Rufina da Costa	Fuiloro
					Martinho Amaral	Maliana
18	FAO	Training communities on horticulture and livestock. Including animal vaccinations, feed storage, irrigation systems. Project	5	Dili	Joanico Tilman	Fuiloro
				Baucau	Xisto de Araujo	Maliana
				Baucau	Martinho Antonio	Maliana

		management on the office including analyzing supply process, and determining the costs of transport.		Dili	Maria Zelinda	Maliana
				Baucau	Maria de Fatima Ili Loe	Natarbora 08
19	Cooperativa Esperança	Credit management and basic cooperative management. Including procedures for requesting money from a donor, recording purchases, sales, and inventory. Gain understanding in money borrowing process from microfinance institutions.	2	Díli	Josefina Barros	Maliana
					Domingos da Cunha	Maliana
20	Cooperativa Atauro Cottoni Star	Credit management and basic cooperative management. Including procedures for requesting money from a donor, recording purchases, sales, and inventory. Gain understanding in money borrowing process from microfinance institutions.	2	Ataúro	Romando Coa	Maliana
					Manuel da Silva	Maliana
21	Oxfam Australia	Work with rural community to increase crop production by using more effective seed storage and crop transportation methods. Help with record keeping and capital management.	4	Oe -cussi	Americo Exposto	Fuiloro
					Filipi Soares Araujo	Maliana
					Maria de Jesus Fatubai	Maliana
					João Cerqueira	Fuiloro 08
22	Worldvision	Diversify commodities on horticulture and generate incomes for communities.	2	Aileu	Celestino Assunção	Fuiloro
					Anita de Jesus	Maliana
23	CDC – Centro Desenvolvimento Comunitario	Training for groups/cooperatives: production, management, marketing, processing food.	2	Baucau	Romeo de Deus Maia	Maliana
					Martinho dos Santos	Maliana
24	Haburas Moris	CBO's development: horticulture, livestock, processing food	2	Bobonaro	Dinis Amaral	Fuiloro
					Rosalina Goveia Leite	Maliana

25	ETA Maliana School -Mechanic	Give training to the community on maintenance and repair of tractors.	2	Maliana	Nicolao Faria	Fuiloro
					Mario Soares	Maliana
26	Garcia Farmer	Chicken production, management and marketing.	2	Railaco	Triponio dos Santos Marques	Fuiloro
					Cornelia da Cunha	Maliana

Annex E

Stories and Communications Produced During Quarter

1. National Youth Forum Update
2. IT Training for BACET Teachers Update
3. Grassia Farm – *Timor Post* Article

BACET Graduates Bring Agro-Business Perspective to National Youth Forum

August 12th marked International Youth Day and kicked off the International Year of the Youth. Commemorating the day in Timor-Leste, Search for Common Ground (SFCG), a USAID funded organization, convened a two-day National Youth Forum. The forum organized more than 70 youth leaders from all 13 districts to discuss issues related to youth and their contribution to the peace building process within the nation. The Building Agricultural Capacity in East Timor (BACET) program was represented by three program graduates who were nominated and selected to present the views of rural youth at the event.

Twenty-one year-old Isolina Soares, 23 year-old Longuinhos Leite, and 26 year-old Paulo de Assis all graduated with the first class of the BACET program in 2008 and each of them has successfully found work in rural areas. Both Isolina and Paulo were selected by SFCG based on their leadership qualities: Isolina trains farmers in vegetable production and Paulo is an assistant teacher at a vocational agriculture school. Meanwhile, Longuinhos, who had worked for community radio in Bobonaro, was hired by SFCG as Staff Team Leader to assist with this event and to complete other outreach activities for rural youth. In his new position Longuinhos was kept busy shuffling around from group to group helping to facilitate the forum, while Paulo and Isolina joined the other leaders to engage in a passionate discussion concerning the role of youth in Timorese society. The forum, applied a unique method of discussion called Open Space Technology. Open Space allows discussions to evolve based on topics identified by the participants themselves. The participants are then encouraged to move freely between groups, thereby cross-pollinating ideas. From preventing federal corruption to the meaning of happiness, the young leaders tackled topics that they felt were relevant to the progress of the country.



2008 BACET Graduate, Paulo de Assis leads the discussion about agriculture and food industry development.

introducing food processing techniques." Isolina agreed, "Programs like BACET should be open to youth even outside of agricultural high schools. Because it (the program) helps young people find productive activities, it also helps to reduce conflict." Isolina was fervent in the discussion concerning youth leadership and conflict prevention. She believes the key to conflict reduction is training youth to become leaders. "Leaders", she states, "should be brave, have a good mentality, and be willing to learn and teach as much as they possibly can."

Figuring out how to decrease Timor's dependence on agricultural imports intrigued Paulo de Assis. He outlined ideas concerning crop diversification, education about best-practices in farming techniques, and investment in food processing centers. "Timor-Leste needs more programs like BACET", Paulo proclaimed, "This program promotes local agri-business opportunities by teaching business skills to youth and

The objective of SFCG is to share what the youth discussed and learned at the forum. The organization has already put out a booklet detailing the issues and proposed solutions discussed at the forum and as part of its Youth Radio for Peace Building Project it has lined up partnerships with local radio stations to broadcast the ideas of the participants. As Isolina confirmed while ending the interview, "we need to share this information, especially in the districts. Agriculture is very important to youth. Peace building is very important to youth."



BACET team (left), Paulo de Assis, Longuinhos Leite, and Isolina Soares join the Youth Forum participants and celebrate (below).



BACET Update, 17-August-2010

Computer Maintenance Training Completed by Computer Center Coordinators and IT Teachers at Eskola Teknika Agrikola

Six teachers and staff from Ministry of Agriculture and Fisheries Eskola Teknika Agricola Maliana and Don Bosco Fuiloro completed a week-long seminar at ETA Maliana computer laboratory.

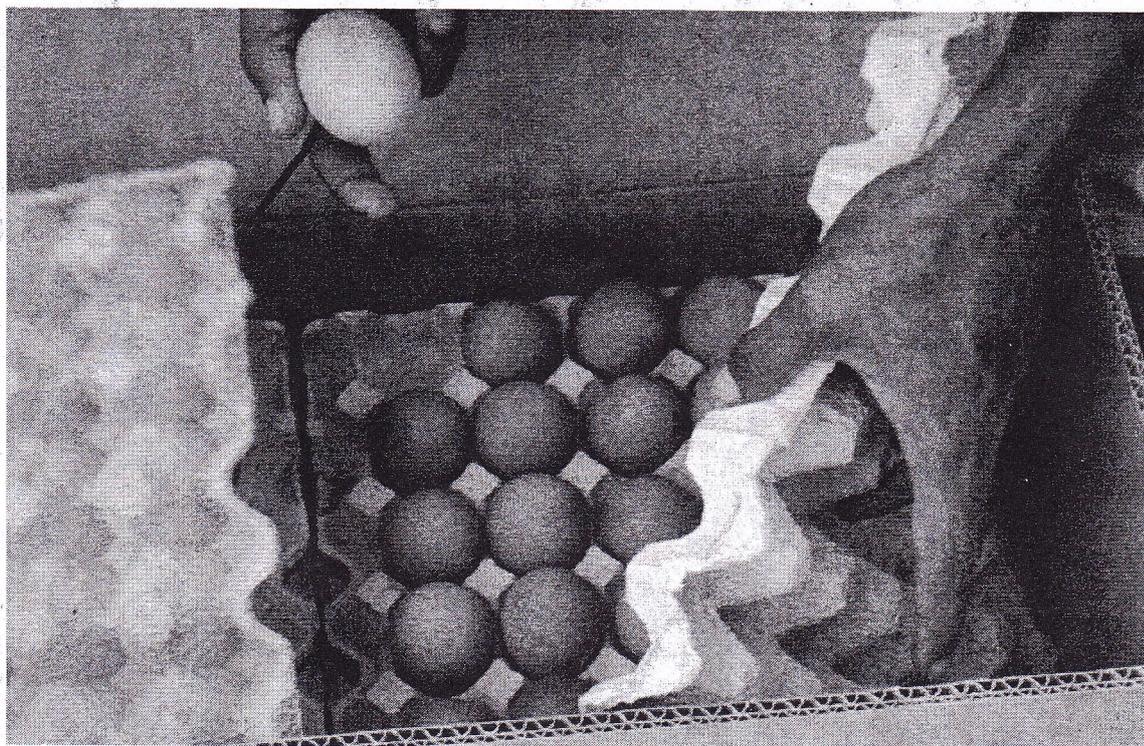
Implemented jointly by Land O'Lakes and the MAP IT Department, the workshop trainees learned firsthand how to identify computer hardware parts, how technology components operate, and how to demonstrate computing functions. Participants completed a re-installation of Windows, created bootable disks, and demonstrated installation and updating of antivirus software. In the networking sessions, participants connected computers together in workgroups and practiced the set-up shared printing and shared drives resources.



Ministry of Agriculture and Fisheries teaching and staff repair and rebuild PCs and networks at the Eskola Teknika Agrikola Maliana.

The IT training under the BACET program delivered practical skills for the teachers, established skills locally for trouble-shooting and problem-solving in the computer labs, and advanced the transition of the responsibility to manage the computer centers at three schools to the IT Department at the Ministry of Agriculture and Fisheries.

Grassia Farm Produz Manutolun



ERMERA—Grassia Farm kompañia ne'ebé durante ne'e hakiak manu hodi produz manu tolun fó oportunidade kampu servisu ba joventude feto no mane iha sub-distritu Railako, Distrito Ermera.

Octavia da Costa nudar manajer ba diario ne'e, foin lalais iha Railako hateten, ema ne'ebé servisu hamutuk 30. Aleinde ne'e, estudante husi programa BACET Eskola Tekniku Agrikultura Fuiloro Lospalos halo mos estajiu iha fatin refere.

Nia haktuir, bainhira kompañia hahu iha loron 8 Setembru 2009, hakiak manu inan 20.000,00

hafóin importa tan 20.000,00, hamutuk iha manu 40.000,00 resin.

Traballadores sira ne'e, nia dehan tantu mane ou feto halo servisu fó han manu, fó hemu, lalin manu tolun lori ba tau iha armazen, fó aimoruk ou vasinasaun ba manu.

Oktavia haklean, durante ne'e sira la-serbisu hamutuk ho governo maibe so governu liu husi Dire-saun Nasional Quarantena, Ministeriu Agrikultura no Peska hatene deit hahan manu hira mak tama.

Iha tempu hanesan traballadora Eduarda Martins hateten, sente kontente tanba kompañia fó servisu ba comunidade no jovem abandona iha sub distritu Railáko

nomos estudante Agro Pekuaria ne'ebé halo estajiu.

Fó han manu, hamos manu no hili manu tolun hanesan servisu ne'ebé Eduarda halo durante fulan tolu ona.

Entertantu Trifónio dos Santos Marques estudante Bacet Fuiloro Lospalos ne'ebé durante halo estajiu durante fulan rua hateten, kontente tanba hetan esperensia iha Grassia Farm.

Grassia agora dadaun planu hela atu loke iha distritu seluk hodi fó oportunidade ka kampu servisu ba joven sira ne'ebé durante ne'e abandona atu bele buka serbisu . (vasco gama)