



**USAID**  
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Building Agribusiness  
Capacity in East Timor  
(BACET)



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

### **Program Update**

28 February 2009

Submitted to:

USAID/Timor-Leste

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## **BUILDING AGRIBUSINESS CAPACITY IN EAST TIMOR**

**CA # 486-A-00-06-00011-00**

### **Program Update**

Dates of project: 22 September 2006 – 30 September 2011

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

Total federal funds obligated: \$4,800,000

### **Executive Summary:**

The USAID Building Agribusiness Capacity in East Timor program was extended for three additional years in September 2008. Land O'Lakes gathered feedback from the Ministry of Agriculture, USAID, teachers and students and immediately initiated enhancements to improve the curriculum previously developed to reinforce practical and market-oriented skills. The program goal has been restated as follows: Prepare graduates to be problem solvers and begin careers in the field of agriculture as agribusiness entrepreneurs, agricultural extensionists and agricultural middle managers to help benefit communities within Timor Leste. Accordingly, the outcomes from the program include:

- *Build students' knowledge of agriculture systems with a particular emphasis on markets and practical agricultural skills.*
- *Equip learners with the ability to apply this agricultural knowledge practically and accurately in agribusiness.*
- *Develop the learner to be knowledgeable and confident in agriculture and be able to adapt to the changes and needs of the agricultural system in Timor Leste.*
- *Encourage learners to be independent and reflective in their practice and perform duties in a moral and positive manner.*
- *Demonstrate practical agricultural skills and transfer these skills to rural communities.*
- *Develop in students the ability to analyze issues and problems and find appropriate solutions.*

Over the course of the recent months, BACET focused on curriculum improvements and related changes to the ways the teachers teach. All the teachers are employed by the Ministry of Agriculture and for most, because of their past experience and training, applying methods and experiences that keep students actively engaged was a new principle. Importantly, this principle is fundamental to the success of BACET.

Highlights of a few successes in the field:

- **The program began in Maliana. The number of students exceeded the targeted 50 and teachers were highly motivated and creative.**
- **A broad curriculum framework was prepared and disseminated and discussed. (It was issued as “draft” to highlight the need for input from the stakeholders.) Simultaneously, teaching methods training was developed and implemented at all three schools and for all high school teachers, not just BACET teachers. Sixty teachers completed over 40 hours of training in student-centered training.**
- **Graduates from the 2007/2008 were contacted (using available telephone numbers and word of mouth) and those interested and with travel and access to Dili are now receiving career placement assistance. Moreover, Land O’Lakes is monitoring the success that BACET graduates have in seeking and finding employment, organizing production and marketing groups, or starting an entrepreneurial activity.**
- **A group of BACET graduates began a shrimp production group based in rural Natarbora area with very, very limited capital but with a lot of drive. The group will be included in GTZ program to support youth agriculture groups and receive technical support. The group will participate with the current BACET students to facilitate a case study of the organizational, technical, and financial components of forming the group. In March 2009, the group will officially be granted property rights by the local leaders and landholders.**
- **A group of BACET graduates began a school canteen service at the Dom Bosco Fuiloro School. They provide snacks to teachers and students and prepare and sell simple processed sweets from local produce.**

The main challenges are:

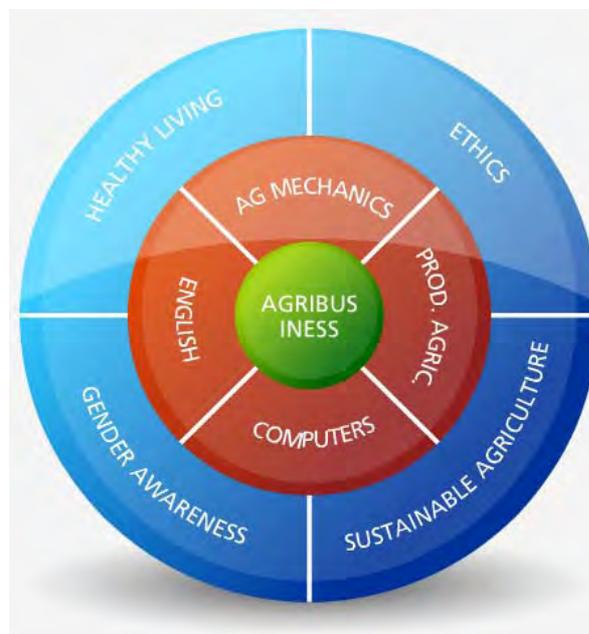
- **The biggest disappointment has been enrollment figures; there are 121 actively enrolled students compared to the targeted 150 and the 169 students recruited and offered spots. Surprisingly, the schools that had implemented BACET in the previous year—Fuiloro and Natarbora—did not actively support enrollment for 2008/2009. In Natarbora infrastructure problems and the slow pace of improvements contributed to 25 students leaving the school en-masse shortly after orientation. At Fuiloro it was mostly “no shows”, with nine of the 15 “no shows” choosing to attend University instead.**

## Summary of Work Plan Objectives and Outputs:

### 1. Improve the BACET Curriculum

Mainstream agribusiness learning-by-doing practices into the current agricultural education program. Assessment of the curriculum indicates that the gap in the curriculum is not content but methodology.

- A broad curriculum framework was completed and disseminated. The concept of linking all courses to a core of business development were discussed and reinforced with examples by school coordinators and International Vocational Instructors. The graphical presentation for the curriculum is shown below.



- Training in student-centered teaching and learning methods were conducted by the Land O'Lakes Timorese and International staff, following a trainer-of-trainer practice. The training activities were focused on used of participatory methods. The participants were engaged in the discussion, questions, and group work, and presentations.

The topics included:

1. To be a good teacher
2. How the brain works
3. Learning Styles-VAK
4. Ten steps to developing a quality of lesson plan.
5. Different levels of learning.
6. Dwyer and Bloom
7. Student-centered teaching and learning
8. Practical Activities for the classroom
9. And recall session of Ten Steps to a Good Lesson

Based on the participant evaluations, teaching staff identified the most useful sessions as: Lesson planning (session 14), Dwyer level of learning and Bloom Taxonomy (session 9), Student Centered teaching and Learning (session 10) and Practical Activities for the classroom (session 11).

The constraints identified by include the following:

1. Teachers do not put in writing their lesson plan on paper (the plan is only in their mind).
2. Teachers said that they lacked teaching resources/references that are required to enrich the lessons plan.
3. Language of instruction is a challenge. BACET lesson plan and training is provided in Indonesian, but MAF's have instructed teachers that they will need to deliver lessons in Portuguese language in near future.
4. The BACET coordinators should provide more direct assistance to the lesson plan preparation.

## **2. Coordinate Agribusiness Education Program**

To enroll young agricultural professionals in the BACET agriculture and business certificate program. To educate BACET students in practical agriculture and business skills relevant to the Timorese economy. To transition the implementation and management of program to MAF.

- The start-up of the program in Maliana and the continuation of the program in Fuiloro went smoothly. Natarbora remains challenging due to the remoteness of the school and complicated by the frequent absences of the school director.
- There are 121 students actively enrolled. There is variability in the number of students, due to recurrent illness and family demands. Two students have left recently to begin jobs (one as an extension agent and one for an International NGO).
- Land O'Lakes had to recruit nearly 80 percent new staff from the previous program year, including two new BACET coordinators at the schools.
- Land O'Lakes assisted MAF to recruit and hire teachers for the BACET program, fulfilling a deliverable in the proposed extension. MAF did not take any action on its own. All teaching positions are filled. The BACET coordinator in Natarbora and a priest in Fuiloro are providing English instruction.
- There is a strong need to provide training or supplemental teaching assistance in the area of mechanization, in particular in Natarbora. Land O'Lakes is collaborating with GTZ to place a consultant at the school to support this area.

## **Facilitate Enterprise Creation and Strengthening at Schools and Stakeholder Communities**

Educate students in market and business principles and encourage entrepreneurial activities. Introduce and expand principals of cooperative business organization. Facilitate students to become skilled resources for rural communities. Demonstrate

examples of successful private enterprise and explore opportunities and challenges throughout the market chains.

- In general, the curricula improvements have been the Program priority. Limited activities were undertaken for enterprise creation during the recent months.
- Student cooperative groups were formed at the three schools and the groups have planted horticulture crops and are planning for marketing and sale of produce.
- Food processing training was completed in Fuiloro in partnership with funding from MAF to pay for the consultant.
- Support for dairy facilities at Fuiloro continues to be implemented and supported by Land O'Lakes livestock specialists. Students planted and are caring for land planted with King Grass and trees planted to provide dry-season feed for livestock.
- For the immediate future, the program will support the following commercial activities at Fuiloro and Maliana.
  1. Improvements to the care, management and feeding dairy cows at Fuiloro, and beginning the testing the milk produced so that it can be sold to consumers.
  2. Completion of a goat housing facility In Maliana and use of the facility to train community members in goat care and production techniques.
  3. Improvements to the feeding of chickens at Fuiloro and support for the marketing of eggs and live chicks.
  4. Completion of the mechanics workshop in Maliana and demonstration of use of the facility for community support.
- A training program in cooperative business principles, formation, and planning will be delivered by Land O'Lakes in Natarbora in March 2009. Representatives from community groups nearby will be invited to participate.
- We are working with the school in Natarbora to identify and commit to an enterprise idea. There is an opportunity to convert the mechanics workshop to a more practical community resource. A future activity is also planned to reintroduce bee-keeping enterprise activity; however, the focus will be on community beekeepers, not a school-based requirement. (An investment and training apiculture was initiated in 2008, but the school did not maintain the resources.)
- Food processing training was completed in Fuiloro in partnership with MAF, which provided funding for a consultant.
- BACET program support for dairy facilities at Fuiloro continues to be implemented and supported by Land O'Lakes livestock specialist.

### **Support BACET Graduate Career Advancement and Placement**

Help students prepare to seek and secure jobs and careers in agriculture. Encourage students to form agricultural and food related businesses. Support

students to apply agribusiness principles in small family farms and to serve as lead farmers in their communities. As part of a country assistance strategy that emphasizes economic growth and rural development objectives, USAID's strategic emphasis is on workforce development. In the 2008/2009 program year, Land O'Lakes will build and implement a placement system. Students will be assisted to understand the professional recruitment process and to prepare adequately for opportunities. Current students and graduates will be tracked and reached through communications.

- Two graduates are employed by MAF as extension agents. Two additional current BACET students have been offered extension positions—one has accepted and left the program and one plans to complete the school year.
- Placement activities are underway in Dili. Graduates have been invited to come to Land O'Lakes office for training in preparing a CV. These people also can use computer, copying, and Internet facilities. Land O'Lakes also informs students about agriculture-related job opportunities.
- Thirty-three graduates have been supported and assisted to apply for job opportunities.
- Students were introduced and applied for positions at EDC\PAS program. Students were introduced and applied for positions at DAI\DSP program. Students have prepared applications for positions with ARD\Property Rights program.
- The placement activities will be rolled-out to the schools prior to completion of the school year.

### **Other Activities**

To promote understanding and appreciation for sustainable agriculture practices, gender awareness, living a healthy life style and business ethics. Though not central to the BACET program objectives, Land O'Lakes will deliver specific training or communication messages to students to create awareness and encourage positive and responsible behaviors in business and personal activities. The age of the student population makes them appropriate recipients for targeted behavioral awareness and/or change messages.

- Specific outputs targeting the non-core activities and communication of environmental and health messages have been limited over the recent months, mainly due to human resource constraints.
- In March students will participate in a tree-planting.
- Biogas energy production is planned for Fuiloro School.
- Land O'Lakes anticipates leveraging materials available from other USAID implementers in the area of health and nutrition.

## **Performance Data Table for FY2008/2009**

The following charts provide annotated updates of performance indicators for the 2008/2009 program year. The annual program results and targets have been updated as of February 2009. Land O'Lakes will update this table again as of 31 March 2009. Updated results and a Quarterly Report will be submitted to USAID at the end of April.

<b>Performance Data Table - Feb. 2009</b>			
<b>Performance Indicator</b>	<b>FY09 Target</b>	<b>FY09 Actual</b>	<b>Comment</b>
<b>Workforce Development Impacts</b>			
Number of agribusiness training program facilities fully operational.	3	3	Maliana program is operating. Teachers are motivated and implementing creative and linked activities between courses.
Number of person participating in USG-funded workforce development programs.	165	121	169 students were recruited and enrolled, but there were high percentage of "no-shows" and people withdrawing from the program. 25 students left Natarbora following the orientation, due mainly to dissatisfaction with the facilities. 9 of the 15 "no-shows" for Fulgoro chose to attend University. In comparison, participation at Maliana exceeded enrollment expectations, with 55 beginning the program.
Female	50	31	
Male	115	90	
Number of persons completing USG-funded workforce development programs.	150		TBD - Unlikely to exceed 125 graduates.
Female	45	-	
Male	105	-	
Number of people gaining employment or better employment as a result of participation in USG-funded workforce development programs.	50	26	Report represents employment results for FY08 graduates. Employment includes membership in production/marketing group and work for family farm, as well as professional employment.
Female	15	7	
Male	35	19	
Number of people transitioning to further education and training as a result of participation in USG-funded workforce development programs.	10	9	Report represents results for FY08 graduates. Results include on-going education at University and continuing professional development courses.
Female	--	2	
Male	--	7	
Number of Graduate placement centers established.	3	1	Placement services are being offered to FY08 graduates at BACET's office in Dili.

Number of clients/users of placement services.	100	32	BACET placement activities have assisted 32 graduates (11 female, 21 male) to prepare CVs and apply for job opportunities.
Percent change\gains in annual employment rates for program graduates.	25%		9 graduates from FY08 were reported as employed in Oct-2008. This number is now 26 per above. The percent increase is 180% based on employment definition that includes family farming, group production, and professional jobs. The courses of Livestock Production, Horticulture, Agric-Mechanics, and Agri-Business have been reviewed in a series of facilitated workshops involving teachers, teaching assistants, and the BACET Education team. The Computer/IT and English courses have not yet been reviewed in this manner.
Number of course curricula reviewed, updated, and published.	6	4	
Number of teacher and education staff trained in teaching methodology.	30	64	The Teaching Method trainings were delivered in three Agriculture High School in Fuiloro, Natarbora and Maliana. There were 64 participants (11 women and 53 men) in the first session and 50 (9 women and 41 men) in the second session. The women are mostly working for the school administration and only 2 works as teacher.
	Female	3	11
	Male	27	53
Number of teachers adopting student-centered teaching methods.	--	--	TBD - Teaching methods will be monitored and assessed via survey and observation.
	Female	--	--
	Male	--	--
Number of people completing school management or leadership training.	3	--	TBD

Number of new or improved school management or administrative practices applied.	2	--	TBD - Management practices will be monitored and assessed by observation and survey. This will test impacts self-reported by the directors.
Number of student housing beds added at schools.	--	--	This is a 2008 indicator, for which the total exceeded the target by 30% (204 beds were added by BACET compared to the target of 164). No incremental activity planned in 2009.
Number of computer lab and communication facilities on-line.	3	5	2 additional computing facilities active in Dom Bosco Fuiloro, which receive IT support from BACET.
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 computer lab for the general high school, which is available to BACET students.

<b>Enterprise Creation and Strengthening Indicators</b>			
Number of business enterprises established and operating at schools.	3	2	Fuiloro school egg production and Fuiloro school canteen.
Number of business enterprises established and operating in communities.	3	1	HADER community-based producer group
Dollar value of annual gross sales for all enterprises assisted.	3,000	--	TBD
Number of community participants (excluding students) attending training.	20	--	TBD
Female	6	--	
Male	14	--	
Number of rural families benefiting from school- or student-led training.	40		TBD
Number of trained individuals adopting new technologies and management or agricultural practices.	10	--	TBD
Number of cooperative business assisted.	3	--	TBD
Number of members of cooperative businesses assisted.	15	--	TBD
Dollar value of annual gross sales for cooperatives assisted.	3,000	--	TBD

Note: Actual FY08 employment and education advancement figures are as of September 2008. Changes for 2008 graduates will be captured and reported quarterly.

**Life of Program Objectives FY2009 – FY2011:**

The BACET program 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 include infrastructure improvements, teaching methods training, and enterprise creation, which have long-term impact.

The expected results for life of the BACET program were updated in October 2008:

- Academic facilities will be operative in Fuloro, Natarbora, and Maliana and will provide for the training of at least 150 students per year in agribusiness.
- Seventy-five percent of the student graduates ( $450 * 75\% = 338$ ) from the post-secondary agribusiness training will be employed in either positions in agriculture institutions, or involved in commercial agriculture ventures throughout the country.
- At least seven working models of viable agriculture enterprises run by school cooperatives will be fully established.
- At least seven working models of agribusiness enterprises will be established in communities within 20 kilometers of the agriculture schools.
- Fifteen of the original agribusiness program teachers and 15 new or replacement teachers will receive training in their subject. These "expert" teachers will be able to deliver first quality learning experiences to agribusiness students at the agriculture schools using the BACET program.
- One hundred rural families will benefit from extension services delivered by BACET students in the areas of agribusiness. Twenty-five of these beneficiaries will apply new technologies as a result of the extension activities and advancement of agribusiness enterprises and agricultural practices in the areas surrounding the schools.
- Three graduate placement centers will be established at each school.
- Improved management capacity at each of the targeted agricultural high schools will be demonstrated and there will be full transfer of the BACET program to MAF by June 2011.