



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

Quarterly Report

April 1- June 30, 2009

Submitted to:

**USAID/Timor-Leste
Dili, East Timor
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Submitted by:

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

Quarterly Report
April 1, 2009 – June 30, 2009

Name of Project: Building Agribusiness Capacity in East Timor

Locations: Fuiloro, Lautem District
Maliana, Bobonaro District
Natarbora, Manatutu District

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

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

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

Total project funds spent to June 30 2009: \$3,751,832

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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.

1. Executive Summary

BACET program results for the quarter were indicative of the many activities underway in the middle of the school year. Land O'Lakes International Vocational Instructors worked directly with the Ministry of Agriculture and Fisheries (MAF) teachers to demonstrate and encourage use of improved teaching methods. Success was evident in the Livestock Production courses where teachers at all schools engaged students to measure, analyze and vaccinate cows and chickens, work on a goat housing project in Malaina, and plan feed requirements for pigs.

Ambassador Tours BACET Activities at Natarbora ETA

US Ambassador Hans Klemm's visit to Natarbora ETA in June was a highlight for the BACET students and over 300 other students at that MAF agricultural high school. Ambassador Klemm's visit was the first ever visit to the school by any country's diplomatic ambassador. During the visit, Ambassador Klemm witnessed design, welding, and woodworking activities in the mechanics workshop; hiked to student farming group's vegetable fields; and reviewed the outcomes of a food processing training. BACET students also demonstrated the use of technology in the computer laboratory, including Internet access installed and maintained by BACET in this remote location, where there is no other telecommunication service and limited access to electricity.



Amb. Klemm discusses BACET crop production with School Director Graciano da Silva Sarmiento.

Other key activities and program deliverables were advanced during this quarter, including construction of the mechanics workshop in Maliana, start of a student demonstration project for goat housing, improvements to the Fuloro enterprises for poultry and dairy, and special training in cooperative business development and food preservation. In addition students and teachers were prepared through a facilitated workshop for the work experience internship activity, which began in July.

Maliana Agricultural Mechanics Workshop Construction

Before – the shell of a building at Maliana ETA



Land O'Lakes entered into a contract with local construction firm, Jencia Construction, Unipessoal LDA for the rehabilitation and conversion of a building at Maliana ETA. The building will be used as mechanics workshop for teaching of agricultural industrial skills and offering repair and maintenance services to the community. Work began in May

Stage 1 – site cleared and supplies arrive



transforming the shell of a structure to a building subdivided into three rooms and adding a dugout for vehicle repair. Each month during construction work Land O'Lakes invited an engineer from the US Navy Seabee unit to review the quality of work. The construction project is scheduled to be completed at the end of August.

Stage 2 – exterior and interior walls constructed



Stage 3 – vehicle repair dugout prepared



Students Prepare Demonstration in Goat Housing

Demonstrating the link between mechanical skills and agricultural production, teachers and students began a project to build a structure to demonstrate good livestock housing for goats. Led by Land O'Lakes BACET coordinator and the animal production teacher at Malaina ETA, students are participating in the design and construction work. By the end of June the project was nearly complete. The new structure will enable the school to separate breeds of goats and manage animal care.



Community Organizations Join BACET Students in Cooperative Principles, Formation, and Development Workshop

To emphasize the importance of agricultural businesses and to expand opportunities available for youth if they work together, Land O'Lakes delivered a series of trainings in Basic Cooperative Management. The aim was to provide clear information on cooperative business structures and how co-ops could be a viable option for BACET students to run in their community upon graduation. The program was delivered at each school and teachers and representatives from local production groups and co-ops were invited to participate. The success of the program and involvement of community-based organizations led to training and formation advice being offered to a production group in Aileu. It also led to students being offered internships working with the newly formed co-op group.



Manager from Lanamona Credit Union motivates Maliana students

Fuiloro Livestock Production Units Advance Slowly

Don Bosco Fuiloro has the most advanced livestock operations in Timor-Leste (17 milking cows, 55 cattle total, 65 pigs, 2,000 laying chickens), yet commercial success has been slow and varied. Students at the Don Bosco primary and secondary school receive milk from the dairy, but fresh milk has not been sold commercially due to low milk production and food safety concerns. Pigs are generally bred and the offspring sold live instead of fattened for meat sales. Chicken egg production is strong at approximately 1,500 eggs per day, though the eggs are sold bulk and not marketed nor branded. The major constraint is access to affordable livestock feed as composite mixed feeds, which are important for advanced livestock production, must be imported and transported a long distance to Lospalos.

Don Bosco Fuiloro and Land O'Lakes have focused efforts to improve production, establish marketing of products, and gain commercial success. For the dairy,

volunteer advisors from Australia made a return trip in May to evaluate animal health and dairy production volumes and to plan for dry season feeding. Cows were vaccinated and an action plan was prepared to improve the dairy barn and pasteurizer and to recruit a dairy farm manager. In addition, a volunteer Portuguese veterinarian from Veterinarians Without Borders worked with BACET students to conduct pregnancy testing of the cows. For the poultry, Land O'Lakes is leveraging funding from a Spanish NGO Jovenes del Tercer Mundo. An advisor from Indonesia has been mobilized to help commercialize and expand chicken production. A new building to house poultry is being built and plans are underway to incubate chicks instead of importing day-old-chicks. (Importing day-old-chicks has become difficult due to avian influenza prevention related restrictions.) Moreover to benefit all production units, Don Bosco is implementing a farm and school information management system in order track costs and revenues for all activities at Don Bosco Fuloro.



Land O'Lakes and Don Bosco look for a solution to affordable livestock feed.

Food Preservation Skills in Demand

Lemon marmalade, tamarind candy, peanut candy, grated coconut, dried banana, salted egg, pickle, fruit juices and other products—BACET students learned the basics of food preservation. To demonstrate the link between horticulture production and products, Land O'Lakes organized specialized training in food preservation, and students responded with great enthusiasm. The topics discussed at each school included the (i) importance of food preservation, (ii) chemical composition of fruits and vegetables, (iii) causes of food spoilage, (iv) tools and equipment used, and (v) potential markets. During the activity, a product presentation was made and items on display were available for sale or sampling. And representatives from local community visited to get a taste.



Prepare for an Internship – Why? What? Where?

In July 2009, all BACET students will be encouraged to participate in an internship with an organization or business in the agricultural sector. This is a new activity for the BACET program. Land O'Lakes designed the experience to be more like internship experiences in Europe, Australia, or America rather than how group practicum have been undertaken previously in Timor-Leste. Land O'Lakes designed the activity such that students would gain independent work experience and so that teachers would be involved, meeting organizations, visiting work sites, and evaluating the results.



During May and June, Land O'Lakes designed the work experience program, prepared a guidebook, and secured the participation of 18 agriculture support organizations and businesses. In addition students and teachers participated in short workshop to understand what to expect and what was expected of them. Students struggled greatly with filling in the interests form during the internship launch session at each of the three schools.



Namely, students have never been asked to think critically about their strengths and how they would like to apply their education in a workplace setting. An internship program for office administration that was reviewed simply place their students in an internship slot and the only information they solicit from students is availability of family members to offer accommodations; arguments could be made for either arrangement. Hopefully the students will have a valuable learning experience wherever they are placed; however, there is a value-add in

asking students to think critically about their skills and interests.

Performance Data Table - Jun. 2009			
Performance Indicator	FY09 Target	FY09 Actual	Comment
Workforce Development Impacts			
Number of agribusiness training program facilities fully operational.	3	3	Maliana program is operating well. Teachers are motivated and implementing creative and linked activities between courses.
Number of person participating in USG-funded workforce development programs.	165	119	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 Fuiloro chose to attend University. In comparison, participation at Maliana exceeded enrollment expectations, with 55 beginning the program and 53 still enrolled.
Female	50	31	
Male	115	88	
Number of persons completing USG-funded workforce development programs.	150	-	TBD - 119 graduates expected: 31 female, 88 male.
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. Self reported June 2009. Employment includes membership in production/marketing group and work for family farm, as well as professional employment.
Female	15	7	
Male	35	19	

Performance Indicator	FY09 Target	FY09 Actual	Comment
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. Self reported June 2009. Results include on-going education at university and continuing professional development.
Female	3	2	
Male	7	7	
Number of Graduate placement centers established.	3	1	Placement services are being offered to FY08 graduates at BACET's office in Dili. Job skills training offered to BACET students and available to others at schools.
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%	TBD	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. 7% of students were employed in October 2008 and 22% are employed in June 2009. Indicator will be reported annually.
Number of course curricula reviewed, updated, and published.	6	6	All six courses of Livestock Production, Horticulture, Agric-Mechanics, English, and Computers/IT, 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 require further review to improve practical application.
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	

Performance Indicator	FY09 Target	FY09 Actual	Comment
Number of teachers adopting student-centered teaching methods.	10	3	Teaching methods are monitored and assessed via survey and observation.
Female	1	--	
Male	9	3	Natarbora IT and English classes monitored and lesson plans reviewed. Maliana Mechanics class creatively implemented by teacher.
Number of people completing school management or leadership training.	3	--	TBD
Number of new or improved school management or administrative practices applied.	2	2	Maliana Director participated in, and applied, decision making process for selection of construction contractor. Fuiloro school management implementing MIS system. 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.

Performance Indicator	FY09 Target	FY09 Actual	Comment
Enterprise Creation and Strengthening Indicators			
Number of business enterprises established and operating at schools.	3	2	Fuiloro school egg production and Fuiloro school canteen. Pig production TBD and dairy production not commercial.
Number of business enterprises established and operating in communities.	3	2	HADER community-based producer group. Keelababa Co-op.
Dollar value of annual gross sales for all enterprises assisted.	3,000	51,500	Don Bosco Fuiloro egg sales \$250/day at 200 days. Keelebah group income at \$5 per day at 300 days.
Number of community participants (excluding students) attending training.	20	32	Co-op training at Maliana (3) and Natarbora (4). Co-op Keelebah Training (25).
Female	6	14	Co-op training at Maliana (4) and Natarbora (2). Co-op Keelebah Training (8).
Male	14	18	Co-op training at Natarbora (3). Co-op Keelebah Training (15).
Number of rural families benefiting from school- or student-led training.	40	23	Keelebah Co-op farmer members participating in training.
Number of trained individuals adopting new technologies and management or agricultural practices.	10	30	Keelababa co-op formed, financial management in place (23 members). Don Bosco Fuiloro implementing MIS (7 priests).
Number of cooperative business assisted.	3	4	4 Co-ops in Maliana (1), Natarbora (2), Ailieu (1)
Number of members of cooperative businesses assisted.	15	52	Co-ops in Maliana (15), Natarbora (22), Ailieu (15)
Dollar value of annual gross sales for cooperatives assisted.	3,000	1,500	Co-op Keelebah daily income is \$5, others TBD.

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 MAF 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 Land O'Lakes implemented training to improve the method of delivery, to add structure to individual lesson planning, and to change to the syllabus for the 2008/2009 academic year. The recommend course curricula reduced the emphasis on theory and incorporated practical, hands-on lessons that were linked from course to course and the core business.

As output a curriculum framework was prepared and will be updated for the 2009/2010 school year. Course curriculum outlines were compiled, prepared and discussed for four of the six courses. A report on teacher training and a summary of the curriculum workshop sessions are also available.

- **BACET delivered institution-wide training aiming to move teaching to a more learner-centered approach** and producing graduates who have good problem-solving skills. The “active learning” methods were offered to over 54 teachers and staff, not just the 18 who are directly involved in BACET. This effort expands the impact of BACET to reach over 700 additional agricultural students each year.

Challenge is that teachers must change their teaching method and this will take time. The concepts presented, while logical and a widely accepted pedagogy, were new concepts to most teachers and requires that they change their teaching methods and adopt practices which engage students actively.

- Curriculum workshops were conducted for six courses (using the methods encouraged above). The workshops were held in Dili bringing together the teachers from the three schools and international vocational instructors from Land O'Lakes. The outcome was that the **BACET teachers were involved and recommended the curriculum framework.** A written outline for four core BACET courses were developed and translated. Over the past quarter, the BACET vocational instructors and coordinators met individually with teachers and reviewed the materials. The course curricula for English and Computers was prepared, but withheld from implementation because of the point in the school year.

A challenge noted by teachers is that the targeted methodology requires that materials for practical exercises be available and that logistics and funding for student activities is made available. BACET can assist for the current and next school year, but **it will be a major challenge for the MAF Directorate to deliver**

resources for course activities given its current capacity. Also noteworthy is that due to a lack of capacity or initiative, teachers do not presently plan in advance to request course inputs and other requirements based on a lesson plan and class syllabus. Training is necessary in this area for both teachers and the National Directorate for Education and Training at MAF

- Training workshops covering “10 Steps to a Good Lesson Plan” (using the student-centered methods) were held at each school earlier in 2009. Over the past quarter, BACET international vocational agriculture instructors worked one-on-one and with groups of BACET teachers at each school to demonstrate and encourage preparing lesson plans. The BACET coordinators were also tasked to collect and organize the lesson plans so that course delivery can be standardized across the three schools. Results have been not been positive.

A significant challenge to be overcome is that is that **teachers demonstrate a relatively low capacity for planning lessons.** One Land O’Lakes international vocational instructor described it this way, “Teachers are able and willing to complete a form and submit to BACET or the school director, but they (teachers) don’t appreciate that the lesson plans are a tool to help them teach and to help plan for future years. They will just willing to fill-out a form.”

<i>Indicator</i>	<i>Target</i>	<i>Achieved</i>	<i>Comment</i>
Number of course curricula reviewed, updated, and published.	6	6	English and Computers subject to further review.
Number of teacher and education staff trained in teaching methodology	30	64	The Teaching Method trainings were delivered for all teaching staff at the three Agriculture High Schools.
The number of teachers adopting student centered teaching methods	10	3	Lesson plans reviewed for English and IT course in Natarbora. In Maliana the mechanics used creative methods.

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

The start of the BACET program at Maliana proved to be very successful. The school maintained the largest enrolment (53 students) throughout the year and many of the teachers adopted the improved teaching methods more rapidly than at the other schools. Implementation of the program at Natarbora continues to be challenging, due primarily to the management deficiencies at the school. This quarter was the middle of the school year; key output of the activities centered on organizing the student internships and beginning construction of a mechanization workshop in Maliana.

- Three International Vocational Agricultural Instructors worked on a rotation basis, visiting each school where they would work with teachers in groups or individually. These Instructors also led reviews of curriculum and assisted teachers to prepare lesson plans. On occasion, the Instructor would also deliver class to the students. BACET school coordinators monitored teaching activities and coordinated student participation.

The challenge faced by the program and agricultural educational system in general is that many teachers lack either the technical knowledge (mechanization, livestock production, and English in particular) or lack experience in teaching pedagogy to implement a strong vocational education to students. Moreover, Natarbora school teachers require supervisory monitoring to perform, to the extent that teachers often failed to attend classes (this impacts both BACET and the standard high school). It could be that because of the presence of BACET coordinators, on occasion, school directors pass responsibility for general oversight to these Land O'Lakes personnel, though this is not their responsibility.

- Land O'Lakes implemented a selection committee to ensure that the Maliana School Director was involved in the review of bids and qualifications and the hiring of a building contractor to construct (rehabilitate) a large building at the Maliana facility to serve as a mechanization workshop. **The process used a recommended decision making tool in order to objectively value proposals and reach consensus.** The subcontract to the contractor was approved by USAID after an environmental statement was completed and work began in April.

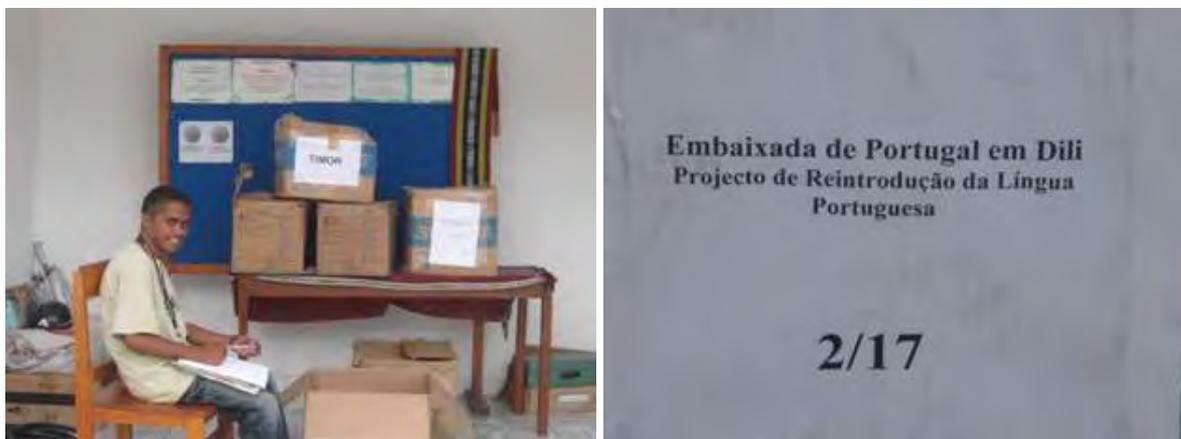
Challenge is that the local contractor requires close monitoring to ensure quality standards are maintained and to ensure that work is performed on schedule. **Land O'Lakes arranged for an engineer from the US Navy Seabees battalion to visit the site and make a visual assessment of the contractors work.** The Navy engineer reviewed the workmanship in May and June and offered the Jencia technician a couple of recommendations and offered other suggestions on points to monitor.

- Land O'Lakes is introducing an internship into the curriculum for BACET students to gain work experience, which should also improve the graduates work opportunities. The planning and preparation for the *Estajiu* was completed by the end of June. Frequently-Asked-Questions (FAQs) were prepared in Tetun and English for students, teachers, and sponsors. A day-long workshop was conducted at each school to prepare students for the experience and to help teachers understand the importance of the activity.

Students seemed excited by the potential to *umenta sira nia kapasidade*, or expand their capacity, through the internship experience, the teachers had anxieties of the upcoming changes and how it would affect them (and namely, their holiday schedule before the start of the new year.)

- Land O'Lakes also coordinated the distribution of books of various titles, subjects and languages to increase the library holdings at each school and to provide resources for the students or teachers.
 - Computer software guidebooks covering all Microsoft office productivity programs (Office, Word, Excel, Access, Powerpoint) were provided to the computer laboratories and teachers at the three schools. The books were in Indonesian language.
 - English vocabulary and English language teaching guidebooks (for Indonesian speakers) or resources were provided to English teachers at the three schools.
 - English – Tetun Word books were distributed to each BACET student. The 135 books were provided at a discount from the Dili Institute of Technology. Students used the books as part of BACET English language course and have the resource book for future use.
 - Over 350 books about science and other various titles and subjects in the Portuguese language were distributed to each school library. Land O'Lakes organized the donation from the Embassy of Portugal and transferred the books to the schools. Though BACET emphasizes the use of English language, the Government is requiring Portuguese language training for teachers.
 - Approximately 100 books in five agricultural topics and official Tetun language dictionary were delivered free of charge by Timor Aid to each school library. Land O'Lakes worked with Timor Aid to provide assurance that the books were made accessible to students.

- Agricultural production and livestock books in the Indonesian language were distributed to Maliana ETA. The books had been stored and not used at Natarbora.



Land O'Lakes office manager prepares a waybill for books donated by the Embassy of Portugal

<i>Indicator</i>	<i>Target</i>	<i>Achieved</i>	<i>Comment</i>
Number of academic facilities fully operative..	3	3	Maliana BACET program fully participating.
Number of people participating in USG-funded workforce development programs.	165	119	53 Maliana 41 Fuiloro 25 Natarbora (3 less students that last quarter as 2 people left Natarbora and 1 Maliana student accepted an extensionist position.)
Number of people completing USG-funded workforce development programs	150	TBD	110 students are participating in internships and will likely graduate.
Number of people completing school management or leadership training.	3	0	TBD

Number of new school management or administrative practices applied.	2	2	Decision making process. MIS system for school management under review.
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2.2 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. This objective and the concepts for teaching methods and the curriculum are the backbone of the BACET program. The output of activities during the quarter emphasized livestock production and marketing, food preservation and marketing, and cooperative business formation.

- Concentrated training in organization, management, governance and planning for a cooperative business was delivered to students and to selected representatives from local cooperative groups at each school. The week-long session builds the participants knowledge about:
 1. Group Dynamics
 2. History of Co-ops
 - Introduction of basic co-op principles
 - Values of Co-ops
 - Principles of Co-ops
 3. Kinds of Co-ops
 4. Co-op Human Resource Development
 5. Co-op Organizational Structure
 6. Co-op Status/by-laws
 7. Gender participation in Coop
 8. By-laws and co-op management
 9. Basic Accounting
 10. Business Planning

Following-on the successful school training sessions, Land O’Lakes piloted training for a community-based-organization in partnership with WorldVision. Cooperative development services were offered to a confederation of agriculture producers and marketing group in Aileu. As an outcome of the services the groups formed a formal cooperative business, Keelabah Co-op which will allow the community groups to be sustainable after WorldVision ends its support. Moreover, BACET students worked at Keelabah Co-op on their internship, helping the business to put

in place financial and business administrative processes and improving the coordination of produce marketing.

Ideally teachers of agribusiness will have the knowledge and skills to incorporate training cooperative businesses as part of the agri-business course. Teachers participated in the program offered by Land O'Lakes, and will be mentored to prepare similar course offerings early in the next school year.

- Concentrated and specialized training was likewise delivered in food preservation at each of the schools during the quarter. In a sign of increased capacity, training at Fuloro was entirely organized and conducted by BACET teaching staff. At Maliana and Natarbora an outside specialist delivered the training, supplemented by the horticulture teaching staff skills. The training program emphasizes using produce available at the school or locally, food safety, as well as the market opportunities for preserving produce—in particular when there is excess production.

The challenge is that the water and sanitation at all three schools is inadequate to support more advanced training in food processing. Pure water is not necessarily available, the schools lack consistent electric power, and a “clean room” is not available. In spite of the shortcomings, students—male and female alike—seem to be energized by the training. (Maybe it is because they get to taste the results of their work.)

- **Livestock management and production at the three schools is generally under-utilized.** Don Bosco Fuloro can serve as an example of intensified livestock management practices, but for myriad reasons the results have been mixed. **Land O'Lakes International Vocational Agricultural Instructors assisted each of the schools to look at opportunities and to leverage the livestock resources that they already have access to.** BACET students participated actively in each step. Activities completed during the quarter include:
 - Pregnancy testing of dairy cattle at Fuloro. This was supported by a volunteer from Veterinarian Without Borders, who instructed students in the steps and led the students through the practice.
 - Researching and implementing a feeding plan for pigs at Maliana. Earlier in the year, the hi-bred pigs had been donated to Maliana school from Don Bosco Fuloro. Financing the continued feed source is an on-going challenge and it is troubling that the livestock teaching staff did not seem prepared to address this challenge.
 - Vaccination of dairy cattle at Fuloro. This was supported by two volunteer dairy production specialists who made a return visit to Don Bosco Fuloro to review the status of the herd and to advise staff on a plan for dry season feeding.
 - The BACET students and livestock teaching staff at Maliana began a project to construct a building to house goats as the beginning of a goat raising enterprise at Maliana school. The Ministry of Agriculture and Fisheries

committed to supply 20 indigenous goats to supplement the hi-bred herd held by the school. The challenge is that the school has historically not utilized the livestock resources that it has.

- BACET students measured and documented the size and attributes of the Bali cattle held by Natarbora school. The students also administered vaccinations for the poultry. The challenge at Natarbora is that the teachers did not involve students in this activity without much direct involvement and heavy encouragement from Land O'Lakes staff.
- **At each school, the BACET student-led production groups prepared their vegetable production for local markets.** The student production groups have followed a growing cycle and then are responsible for marketing and sale of the produce. Students linked the horticulture production to mechanization course by making tools and carts that aid them in plant care.
- **Don Bosco Fuiloro successfully produces pig and poultry livestock products, which demonstrate market opportunities to BACET students.** The egg production (at 1,500 eggs per day) at Fuiloro produces the most revenue for the school and religious community. Young pig offspring also generate revenue for the school. BACET students reviewed the market opportunity for eggs in Dili and the school management is planning expansion of the poultry operation that could benefit students by offering them an opportunity to manage various livestock in partnership with the school.

The challenge is that Don Bosco Fuiloro receives support from a number of donor agencies and education and agriculture development programs. Land O'Lakes is successfully coordinating the input amongst the donors.

- **Livestock management and production at the three schools is generally under-utilized.** Don Bosco Fuiloro, noted above, can serve as an example of intensified livestock management practices, but for myriad reasons the results have been mixed.
- **The agriculture mechanization workshop being constructed at Maliana is targeted to be a community resource and a potential revenue resource for the school.** In designing the workshop, Land O'Lakes first reviewed the design of a mostly successful agricultural workshop in Same. Accordingly the building in Maliana will be different than the workshops put in place by BACET at Fuiloro and Natarbora. The goal is for the Maliana mechanization workshop to become highly utilized as a engine repair, welding or agricultural tools repair or production resource. The workshop will be available for the 2009/2010 school year.



BACET Fuloro students participate in key activities in managing dairy cattle – herding and pregnancy testing.



BACET Natarbora students assist in livestock vaccinations.

<i>Indicator</i>	<i>Target</i>	<i>Achieved</i>	<i>Comment</i>
Number of business enterprises established and operating at schools	3	2	Fuloro egg production and Fuloro school canteen. Pig and dairy production to be determined.
Number of business enterprises established and operating in communities.	3	2	HADER and Keelebah co-ops.
Dollar value of annual gross sales for all	\$3,000	\$51,500	Don Bosco Fuloro egg

enterprises assisted.			sales. Keelebah Co-op revenue.
Number of community participants attending training.	20	32	Co-op Management Training participants.
Number of rural families benefiting from school or student-led training.	40	23	Keelebah farmer members.
Number of trained individuals adopting new technologies and management or agricultural practices.	10	30	Co-op financial management system in Aileu. School and farm management MIS in Fuiloro.
Number of cooperative businesses assisted	3	4	Co-ops in Maliana, Natarbora, and Aileu
Number of members of cooperative businesses assisted.	15	52	Membership of co-ops in Maliana, Natarbora, and Aileu
Dollar value of annual gross sales for cooperatives assisted.	\$3,000	\$1,500	Annual estimate for Co-op Keelabah. Others to be determined.

2.3 Support BACET Graduate Career Advancement and Placement

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

- **Earlier in the program year Land O'Lakes established dedicated computers and high-speed Internet for BACET graduates.** Moreover, this

placement center resources facilitates communication and connection with past participants.

The challenge is that the placement service is mostly limited to access to Dili. Regardless due to the high cost of telephone and other electronic communications, offering Internet connectivity has facilitated outreach with graduates. Limits on the availability of electric power and relatively few computers (about 15) at each school has inhibited offering similar access to technology at the the school locations. (Computing facilities at the schools are highly utilized by current students, limiting time for graduates to access, though the service is available on an informal basis.)

- Each BACET graduate who utilizes the placement services in Dili, is coached on resume formatting. **Land O'Lakes designed a template CV for graduates.** This template is being updated for the upcoming job skills training for current BACET students.
- Land O'Lakes monitors job opportunities for agricultural related professions and shares the relevant posting with BACET graduates. The challenge is that most graduates lack work experience which often is a pre-requisite for advertised jobs. In addition the relatively poor (and high cost) telecommunication system limits quick-and-direct access to graduates who have limited financial resources and tend to reside in rural communities.

<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 Graduates in Dili.
Number of clients/users of placement services.	100	32	Assisted graduates to prepare CVs and apply for job opportunities.
Percent change/gains in annual employment rates for program graduates.	25%	TBD	Reported annually. Employment data includes family farming, group production, and professional jobs.

2.4 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:

- **Tree planting in Fuiloro and Natarbora.** In recognition of Earth Day, Land O'Lakes organized planting of 135 trees at the schools. BACET students planted Neem and evergreen trees at Natarbora and Fuiloro (a few coffee tree seedlings were also planted in Fuiloro). In Maliana only a few Neem trees were planted near the residential area of the school because the climate in that region would not get adequate rainfall at this period of the year. The trees were donated by the Cooperativa Café Timor (USAID funded NCBA) nursery. The tree planting were the responsibility of the horticulture teacher and the origin and attributes of the tree species was discussed and distributed to students accordingly.
- As the pandemic grew, Land O'Lakes distributed multiple communications about the growing risk of swine flu (H1N1). Basic information about hand-washing and health and hygiene was communicated.
- **Natarbora students organized a community service project.** BACET students at Natarbora organized an activity where the students repaired a section of the main village road. The school lent service of truck for loading rocks and stone, local nuns prepared meals, and students provided the labor. The school is situated at the end of a village road in a extremely poor state of repair.

Annex A

Consulting Reports Produced During Quarter

- Estajiu Program Design, Training, and Observations
- Training and Technical Support on Food Preservation and Processing
- Fuloro Dairy Update
- Basic Cooperative Business Management Training Reports
- Coopertiva Keleebah Assessment and Training Reports
- Food Preservation Manual and Recipes (English/ Tetun)
- Internship\Estajiu Guidebook (English/Tetun)

Copies of all reports are available upon request.

Annex B
BACET *Estajiu* FAQs

FAQs – Student (Tetun/ English)
FAQs – Teacher (Tetun/ English)
FAQs – Sponsor (Tetun/ English)

Pergunta no Resposta kona ba Estajiu BACET

BA ESTUDANTES

Pergunta: Saida mak estajiu? Tamba sa hau tenke halao estajiu?

Resposta: Estajiu nee katak oportunidade ida ba halao treinu “pratika servisu”. Nee oportunidade ida ba ita boot lori saida mak ita boot aprende ona iha SPP no BACET no aplika nee hodi halao servisu ho professionalidade iha kampu servisu. Estudantes sira iha nasaun barak iha mundo tomak hanesan Portugal, Brazil, Australia no USA halao mos estajiu. Husi estajiu estudantes hetan esperensia importante nebe sira uza depois sira simu graduasaun. Imi nia mestre sira, Ministerio Agrikultura no programa BACET rekonhese valor kursu imi nia nee. Ida nee sei kontinua inspirasaun BACET 80% pratika no 20% teoria durante kursu nee. Agora IMI NIA tempo atu partisipa iha estajiu nee.

Pergunta: Saida mak benefisio sira husi estajiu nee?

Resposta: Iha benefisio barak partisipasaun iha estajiu, inklui:

- *Kompetisaun Merkado empregu sai makas*: ema barak presisa servisu iha rai nee maibe laiha servisu barak. Patraun sira sei empregu imi lalais liu se nia hatene imi no imi nia abilidade.
- *Imi bele aprende husi akompanhamentu ou negociante nebe suksesu*. Imi sei iha oportunidade atu servisu ba kompania(perusahaan) ou iha toos/natar. Iha programa BACET imi aprende ona teoria no hare nia aplikasaun iha sesaun pratika. Iha estajiu imi lora-lora servisu hamutuk/interaksi ho negocio nyata/real nebe berfungsi dadaun no aprende informasaun/tips nebe imi bele aplika iha imi nia negocio rasik.
- *Husi transisaun too ba servisu ida*: ema barak mak halo estajiu kontinua servisu ho kompania depois estajiu remata. Ba imi nia estajiu lori fulan ida deit, iha possibilidade patraun/chefe balun bele fo servisu imi depois graduasaun.
- *Teste/koko: estajiu oportunidade ida ba IMI atu deside se kariera nee los ba o*. Dalaruma imi hanoin hakarak atu servisu iha area spesifiku ruma-agera imi bele koko molok imi hetan servisu nebe imi hakarak. Tamba imi nia estajiu too fulan ida deit oportunidade nee imi bele deside servisu nee mak imi hakarak atu halo.
- *Aplika koinhesementu aula* : Estajiu fo ba imi atu aplika saida mak imi aprende ona iha aula husi SPP no BACET. Se imi aplika saida mak imi aprende agora, imi bele uza iha futuru.

Pergunta: Saida mak hau tenke halo durante estajiu?

Resposta: Imi iha responsabilidade barak durante estajiu. Nee mak:

- Tau matan servisu nebe imi halo iha eskritorio nee, negocio ou toos/natar. Husu opiniaun no nasehat husi chefe/manager.
- Marka presensa tuir oras no kopera no hakarak duni atu aprende. Ba servisu fatin lora tempu servisu durante periodu tempu husi Julho.
- Kompletu formulario servisu BACET lora-lora. Hakerek informasaun importantes.
- Tau diak relatorio progresu servisu nebe atu submete ba imi nia chefe no mestre.
- Halo tuir regulamentus iha imi nia servisu fatin.
- Fo hatene imi nia mestre ou chefe se imi iha problema/desafius iha servisu fatin durante tempu estajiu.

Pergunta: Oinsa hau sei bele avalia durante estajiu nee?

Resposta: Iha maneiras oi-oin o bele halo avaliasaun:

- Imi nia supervisor sei prence formulario ida atu avalia kona ba imi. Nia sei avalia imi nia prestasi no deskute kona ba imi nia limitasaun. Nia sei halo sugestaun ruma oinsa atu bele hadia.
- IMI sei prenshe *Matadalan Ba Estajiu BACET* durante estajiu. Depois de estajiu, (molok graduasaun) imi sei apresenta kona ba saida mak aprende durante estajiu. Imi sei responsavel kria poster ho pontus lima nebe imi aprende durante estajiu, no oinsa imi bele prepara kampo servisu iha area agro-negocio.

Questions and Answers on the BACET Internship FOR STUDENTS

Question: What is an internship? Why should I do an internship?

Answer: An internship is an opportunity for “on-the-job” training. It is an opportunity for you to take everything you have learned in SPP and BACET and apply it in a professional job setting. Students do internships in countries around the world including Portugal, Brazil, Australia and the USA. Students gain important experience from the internship that they can use after they graduate. Your teachers, the Ministry of Agriculture and BACET Program know how valuable this is to your course. This will continue the BACET idea of 80% practical and 20% theory during this course. Now is YOUR time to participate in an internship.

Question: What are some of the benefits of an internship?

Answer: There are many benefits to participating in an internship, they include:

- *The job market is very competitive:* there are a lot of people who need jobs in this country but not a lot of jobs. A boss is more likely to hire you if they know you and your abilities
- *You can learn from a mentor or successful businessman.* You can have a chance to work at a business or on a farm. In the BACET program you learned theory and saw it being applied in practical sessions. In the internship you can interact daily with a real functioning business and learn tips that you can apply to your own business.
- *Transition into a job:* many people who do internships continue working with the business full time after the internship is over. While your internship is only one month, there is possibility that the employer will hire you after graduation.
- *Test: an internship is an opportunity for YOU to decide if a career is right for you.* Maybe you thought you like working with in a specific area – now you can test it out before you get a job. Because your internship is only one month long it is a great chance for you to decide if you like the area you are working in.
- *Apply classroom knowledge:* an internship allows you to apply things you learned already in the classrooms and through SPP and BACET. If you apply what you learn now, you will be sure to use it in the future.

Question: What do I have to do during this internship?

Answer: There are many responsibilities you have during this internship. These include:

- Pay attention to how work is done in this office, business or farm. Ask input and advice from your manager.
- Arrive at work on time and cooperate and be willing to learn. Go to the work site every work day during the period of July. Discuss tasks that your manager needs you to complete.
- Complete your BACET workbook everyday. Write down important information.
- Keep a progress report that you will submit to your manager and teacher.
- Follow the rules of your work site.
- Tell your teacher and your manager if you have any problems/challenges at your site during your internship period.

Question: How will I be evaluated during this internship?

Answer: There are several ways you will be evaluated:

- Your supervisor will fill out a form evaluating you. He will evaluate your performance and discuss your limitations. He will make suggestions on how you can improve.
- YOU will fill out your BACET intern workbook during the internship. After the internship (and before graduation) you will present what you learned during this internship. You will be responsible for creating a poster and showing five things you learned during this internship, and how it will prepare you for the job market in the area of agribusiness.

Perguntas no Resposta kona ba Estajiu BACET BA MESTRE SIRA

Perguntas: Saida mak estajiu? Tamba sa estudantes BACET halo estajiu?

Resposta: Estajiu nee katak oportunidade ida ba halao treinu “pratika servisu”. Estudantes bele lori buat nebe sira aprende ona iha SPP no BACET no aplika nee ho profesionalidade servisu iha area agro-negócio. Estudantes sira iha nasaun barak iha mundo tomak hanesan Portugal, Brazil, Australia no USA halao mos estajiu. Husi estajiu estudantes hetan esperensia importante nebe sira uza depois sira simu graduasaun. Ida nee sei kontinua filosofia BACET nian maka 80% pratika no 20% teoria durante kursu nee.

Pergunta: Saida mak benefisio sira husi estajiu nee?

Resposta: Iha benefisio barak partisipa iha estajiu nee, inklui:

- *Kompetisaun Mercado empregu sai makas:* ema barak presisa servisu iha rai nee maibe laiha servisu barak. Patraun sira iha tendensi rekruta ema ruma nia koinhese no ninia abilidade. Estajiu nee hasae oportunidade ba estudantes ida atu bele hetan servisu depois sira graduasaun
- *Oportunidade ida atu aprende ho akompanhamentu ou negociante nebe suksesu.* Iha programa BACET ita hanorin ona sira teoria no sira hare aplikasaun teoria iha sesaun pratika. Sira sei interaksi ho ita loron-loron no aprende tips nebe iha valor nebe sira bele aplika iha sira nia negocio rasik.
- *Transisaun ba servisu ida:* ema barak mak halo estajiu kontinua servisu ho kompania depois estajiu remata. Ba imi nia estajiu lori fulan ida deit, iha possibilidade chefe sei rekruta estudantes sira atu servisu ba kompania nee depois graduasaun.
- *Aplika koinhesementu aulas :* Estajiu katak fo tempo ba estudantes atu aplika saida mak sira aprende ona iha aula iha SPP no BACET. Sira bele kompriende diak liu tan saida mak ita hanorin ona iha BACET liu husi aplikasauni iha "pratika servisu".
- *Aumenta interaksaun:* Ita, nudar mestre, sei interaksi ho negocios, governo projeto desenvolvimentos. Ita sei hasae rede kontakto no komprende diak liu saida mak nesesidade negocios seluk, governo no projeto ONG. Ida nee fo tempo ba ita prepara diak liu tan ba futuro estudantes nian.

Pergunta: Saida mak estudantes halo durante estajiu?

Resposta: Iha responsabilidade barak mak estudantes sei halo durante estajiu. Nee inklui:

- Fo atensaun ba servisu nebe halo ona ba eskritorio ida nee/negosio ou servisu toos/natar
- Marka presensa tuir oras no kopera no hakarak duni atu aprende.
- Ba servisu fatin loron servisu durante periodu tempu husi 13 Julho too 15 Agosto
- Kompleta formulario servisu BACET loron-loron. Hakerek informasaun importantes.
- Tau didiak relatorio progresso servisu.
- Halo tuir regulamentus iha servisu fatin.

Perguntas: Saida mak HAU NIA papel, nudar mestre, durante tempo estajiu?

- Mestre sei fo suporta ba nia estudantes bainhira sira halao hela sira nia estajiu. Sei koalia ho estudantes sira semana ida dala ida. Bele liu husi telefone, sms ou visita pesoal. Ho nee, mestre sira habelar kordenasaun ho negócios seluk, governo no projeto desenvolvimentos.
- Estudantes balun sei halo estajiu besik eskola, seluk sei halo dook husi eskola. Se ita bele aranja transporte atu bele visita no hare ho matan rasik sira nia servisu. Ita liga entre BACET, supervisor estajiu, no ita nia estudantes. Ita nia papel importante liu!
- Mestre sei suporta nia estudantes bainhira sira fila husi estajiu. Depois tempo estajiu (molok graduasaun) sira sei apresenta saida deit mak sira aprende ona durante estajiu. Mestre sei oferece suporta ba sira, observa sira nia apresentasaun no ajuda sira avalia sira nia prestasi.

Questions and Answers on the BACET Internship FOR TEACHERS

Question: What is an internship? Why do BACET students do an internship?

Answer: An internship is an opportunity for “on-the-job” training. Students can take everything they have learned in SPP and BACET and apply it in a professional job setting in the area of agribusiness. Students do internships in countries around the world including Portugal, Brazil, Australia and the USA. Students gain important experience from the internship that they can use after they graduate. This will continue the BACET idea of 80% practical and 20% theory during this course.

Question: What are some of the benefits of an internship?

Answer: There are many benefits to participating in an internship, they include:

- *The job market is very competitive:* there are a lot of people who need jobs in this country but there are not a lot of jobs. A boss is more likely to hire someone if they know the person and their abilities. An internship can increase a student's chance to get a job after they graduate.
- *An opportunity to learn from a mentor or successful businessman:* In the BACET program you taught them theory and they saw it being applied in practical sessions. In the internship they will interact daily with a real functioning business or government employee and learn tips that they can apply to their own business.
- *Transition into a job:* many people who do internships continue working with the business full time after the internship is over. While this internship is only one month, there is a possibility that the employer will hire the student after graduation to work full-time with the business.
- *Apply classroom knowledge:* an internship allows students to apply things they learned already in the classrooms and through SPP and BACET. They can better understand what you taught them in BACET by applying it in this “on-the-job” setting.
- *Increased interaction:* you, as a teacher, will interact with businesses, government and development projects. You will increase your network of contacts and have a better understanding of what the needs are of other businesses, government offices and NGO projects. This will allow you to better prepare your students in the future.

Question: What do my students have to do during this internship?

Answer: There are many responsibilities your student have during this internship. These include:

- Pay attention to how work is done in this office/business or farm.
- Arrive at work on time and cooperate and be willing to learn. Go to the work site every work day during the period of July 13-August 15. Communicate with the manager to get a list of tasks. Complete the BACET workbook everyday. Write down important information.
- Keep a progress report.
- Follow the rules of the work site.

Question: What is MY role, as a BACET teacher, during this internship period?

- You will provide support to your students while they are at their internships. You will talk to your students at least once a week. This can be through a phone call, an SMS or an in-person visit. Through this, you will increase coordination with other businesses, government offices and development projects.
- Some of your students will be working close to your school, others will be working far from the school. If you can arrange transport, you can visit the students and see, with your own eyes, how they are doing. You are the connection between BACET, the internship supervisor and your students. You have a very important role!
- You will support your students when they return from the internship. After the internship period (and before graduation) they will present what they learned during the internship. You will offer them support, observe their presentations and help them to evaluate their performance.

Perguntas no Resposta kona ba Estajiu BACET BA SUPERVISOR

Pergunta: Saida mak estajiu? Tamba sa mak hau tenke halao estajiu?

Resposta: Estajiu nee katak oportunidade ida ba halao treinu “pratika servisu”. Nee oportunidade ida ba ita boot lori saida mak ita boot aprende ona iha SPP no BACET no aplika nee hodi halao servisu ho professionalidade iha kampu servisu. Estudantes sira iha nasaun barak iha mundo tomak hanesan Portugal, Brazil, Australia no USA halao mos estajiu. Husi estajiu nee estudantes hetan esperensia importante sira uza depois sira simu graduasaun. Kursu BACET nia Filosofia mak 20% teori and 80% pratika—estajiu nee katak kontinua tan idea ida nee no fo tempu no oportunidade ba pratika seluk tan.

Perguntas: Saida mak beneficio ba estajiu?

Resposta: Iha beneficio barak partisipa iha estajiu ida, nee inklui:

- *Kompetisaun Merkado empregu sai makas:* ema barak presisa servisu iha rai nee maibe laiha servisu barak. Patraun sira sei rekruta ema ida se sira koinhese ema nee no ninia abilidade. Estajiu nee hasae oportunidade ba estudantes hodi hetan servisu depois sira graduasaun.
- *Oportunidade ida atu aprende husi akompanhamentu ou negociante nebe suksesu:*estudantes bele servisu iha kompania ou iha toos-natar. Estudantes sei hare ita nudar negociante profesional ho esperensia makaas. Sira sei interaksi ho ita loron-loron no aprende tips nebe iha valor nebe sira bele aplika iha sira nia negocio rasik.
- *Husi transisaun too ba servisu ida:* ema barak mak halo estajiu kontinua servisu ho kompania depois estajiu remata. Ba imi nia estajiu lori fulan ida deit, iha possibilidade ba ita boot, nudar chefe gosta estudantes hirak nee depois graduasaun no hakarak sira kontinua servisu ho kompania nee. Ita boot la presisa atu emprega sira, maibe ita boot fo koragem sira, se ita boot gosta fo posisaun nee ba sira.
- *Aplika koinhementu aulas :* Estajiu katak fo ba estudantes atu aplika saida mak sira aprende ona iha aula. Sira bele kompriende diak liu tan saida mak sira aprende ona iha aulas iha fatin "servisu pratika".

Pergunta: Saida mak estudante sira sei halo durante estajiu?

Resposta: Imi iha responsabilidade barak mak sei halo durante estajiu. Nee inklui:

- Fo atensaun ba servisu nebe halo ona iha o nia eskritorio, negosio ou toos/natar. Partisipa iha saida deit mak husu nia atu halo iha loron nee. Komunika direktamente ho ita boot atu hatene servisu saida mak nia tenke halo.
- Kompletu relatorio progreso servisu no submete ba ita.
- Marka presensa tuir oras, koperasaun no hakarak duni atu aprende. Ba servisu fatin tempu servisu durante periodu husi Julho .
- Kompletu Formulario servisu BACET loron-loron. Hakerek informasaun importante.
- Halo tuir regulamentus iha ita boot nia servisu fatin.

Perguntas: Saida mak HAU NIA papel, nudar supervisor, durante tempo estajiu?

- Ita boot sei fo variedade experiencia servisu ba estudantes no sei kontribui ba ninia edukasan no esperensia iha area agrikultura.
- Ita boot sei fo orientasaun no pratika servisu ba estudantes.
- Ita boot sei komunika ho mestre se estudantes iha difikuldades.
- Ita sei fo diresaun no supevisaun.
- Ita boot sei avalia prestasi estajiu estudantes nian. Ita boot prence formulário prestasi ba estudantes no lee sai relatório progreso estudantes nian.
- Ita boot asisti aseguara katak estudantes iha fatin adekuaado atu hela, hahan atu han, no existencia transporte.

Questions and Answers on the BACET Internship FOR SUPERVISORS OF THE INTERNS

Question: What is an internship? Why do BACET students do an internship?

Answer: An internship is an opportunity for “on-the-job” training. Students can take everything they have learned in agricultural high school/SPP and BACET and apply it in a professional job setting in the area of agribusiness. Students do internships in countries around the world including Portugal, Brazil, Australia and the USA. Students gain important experience from the internship that they can use after they graduate. The entire BACET course has the philosophy of 20% theory and 80% practical-- the internship continues this idea and allows for another practical application.

Question: What are some of the benefits of an internship?

Answer: There are many benefits to participating in an internship, they include:

- *The job market is very competitive:* there are a lot of people who need jobs in this country but there are not a lot of jobs. A boss is more likely to hire someone if they know the person and their abilities. An internship can increase a student's chance to get a job after they graduate.
- *An opportunity to learn from a mentor or successful businessman:* students can work at a business or on a farm. Students will look to you as business professionals with a lot of experience. They will interact daily with you and learn valuable tips that they can apply to their own business.
- *Transition into a job:* many people who do internships continue working with the business full time after the internship is over. While this internship is only one month, there is a possibility that you, as the employer will like the student after graduation and want them to work full-time. You are not required to hire them, but you are encouraged to, if you like them and have a position for them
- *Apply classroom knowledge:* an internship allows students to apply things they learned already in the classrooms. They can better understand what they learned in the classroom in this “on-the-job” setting.

Question: What do the students do during this internship?

Answer: There are many responsibilities the student has during this internship. These include:

- Pay attention to how work is done in your office, business or farm. Participate in any way that you ask him during the work day. Communicate with you directly to know what tasks he should do.
- Complete a progress report and submit to you.
- Arrive at work on time and cooperate and be willing to learn. Go to the work site every work day during the period of July.
- Complete the BACET workbook everyday. Write down important information.
- Follow the rules of the work site.

Question: What is MY role, as a supervisor of the intern, during this internship period?

- You will provide a variety of work experiences for the student that will contribute to his education and to gain experience in an agricultural area.
- You will provide orientation and on-the-job training for the student.
- You will communicate with the teacher if the student is having any difficulties.
- You will provide direction and supervision.
- You will evaluate the student's internship performance. You will fill out a performance form for the student and you will read the student's progress reports.
- You will help ensure that the student has an adequate place to stay, food to eat, and available transportation.