A Step-by-Step Framework for Enhancing Agri-Entrepreneurial Skills of Rural Out-of-School Youth:
The case of Central Mindanao

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Background: Three Major Issues for Rural Youth in Developing Countries

Food Security
• Over 800 million people in the world are *undernourished* (FAO 2006).
  – In all developing regions, children in rural areas are more likely to be *underweight* than urban children (UN 2010).

Education
• Rural youth tend to be *less educated* than urban youth in developing countries (van der Geest 2010)

Employment
• In many developing countries youth lack *employment* opportunities (Education Development Center 2010)

POVERTY CYCLE
Identifying the Talent

- Youth are the *future leaders*, workers, and citizens of their nations.

- FAO 2010 findings suggest that special agricultural extension services targeting rural youth can:
  - (1) improve the quality of rural youth employment
  - (2) raise agricultural productivity in general

- Agri-entrepreneurship training is a potential solution to provide the workforce skills necessary to create employment opportunities, decrease malnourishment and increase applied education for rural youth.

  **BREAK the POVERTY CYCLE**
Goal & Objective

Goal

- Enhance the wellbeing of rural out-of-school youth (OSY) through the UPLOAD JOBS for Mindanao project by creating opportunities to realize agri-entrepreneurial potential and attain sustainable income. This entails:
  1. Building on existing programs and syllabi for agri-entrepreneurship
  2. Teaching OSY how to become successful agricultural entrepreneurs
  3. Coaching extension faculty to teach agri-entrepreneurial material to the larger community
  4. Assessing the training effectiveness and adapting as needed

Objective

- Create a framework for developing training syllabi content that is relevant, comprehensible, and effective for improving OSY workforce skills in agri-entrepreneurship.
1. Syllabi Development Framework

Set Goal

Develop indicators of success

Review Standard Curriculum of successful entrepreneurial programs

Assess Baseline Data

- OSY Skills & Needs
- Business Demand
- Faculty & Institutional skills & capacity

Certificate Curriculum

Courses & Content

Teaching Sustainability Model

Evaluate & Adapt
The Autonomous Region in Muslim Mindanao (ARMM) registered the highest number of OSY at 23.6 percent (Camero 2012).

Mindanao’s underemployment rate is 25%, one of the highest in the country (USAID 2011).

Traditional livelihood opportunities for OSY are largely agricultural-based enterprises dominated by unpaid family labor (Briones 2009).
In the conflict-affected areas in Mindanao, there are as many out-of-school children and youth as there are in-school children and youth.

Without appropriate skills, OSY, as unemployed drop-outs, become easy targets for recruitment into counterproductive activities (USAID 2011).
Syllabi Development Framework

Set Goal
- Develop indicators of success

Assess Baseline Data
- OSY Skills & Needs
- Business Demand
- Faculty & Institutional skills & capacity

Review Standard Curriculum of successful entrepreneurial programs

Certificate Curriculum

Courses & Content

Teaching Sustainability Model

Evaluate & Adapt
Step 1: Set Project Goal

**What**: Enhance the agri-entrepreneurial skills of OSY in central Mindanao with equal opportunity

**How**: Provide capacity building of SCC faculty to sustainably teach agri-entrepreneurial courses particularly to OSY
Syllabi Development Framework

Set Goal

Assess Baseline Data
- OSY Skills & Needs
- Business Demand
  - Faculty & Institutional skills & capacity

Develop indicators of success

Review Standard Curriculum of successful entrepreneurial programs

Certificate Curriculum

Courses & Content

Teaching Sustainability Model

Evaluate & Adapt
Step 2: Develop Indicators of Success

**What:** Indicators of success of programs, faculty, student and client training developed through literature review
- # of business plans developed
- # of business plans supported or funded
- Degree of satisfaction with the training
- # of new businesses established

**How:** Stakeholder collaboration – focus group discussions, evaluation surveys to OSY, interviews with businesses and experts, and literature reviews
Syllabi Development Framework

Assess Baseline Data

Set Goal

Develop indicators of success

- OSY Skills & Needs
- Business Demand
- Faculty & Institutional skills & capacity

Review Standard Curriculum of successful entrepreneurial programs

Certificate Curriculum

Courses & Content

Teaching Sustainability Model

Evaluate & Adapt
## Step 3: Baseline Assessments of OSY, Faculty and Businesses

<table>
<thead>
<tr>
<th>OSY (n = 30)</th>
<th>Faculty (n = 42)</th>
<th>Business (n = 16)</th>
</tr>
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<tbody>
<tr>
<td>• Crop Management</td>
<td>• Entrepreneurship training</td>
<td>• Skilled workers needed</td>
</tr>
<tr>
<td>• Pest Management</td>
<td>• Food processing</td>
<td>• Most would offer OSY on-the-job training</td>
</tr>
<tr>
<td>• Post-harvest processes</td>
<td>• Market research</td>
<td>• Certification of course completion recommended</td>
</tr>
<tr>
<td>• Supply/Value Chain</td>
<td>• Operations and strategy</td>
<td></td>
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</tbody>
</table>
Syllabi Development Framework

Set Goal

Assess Baseline Data
- OSY Skills & Needs
- Business Demand
- Faculty & Institutional skills & capacity

Develop indicators of success

Review Standard Curriculum of successful entrepreneurial programs

Certificate Curriculum

Courses & Content

Teaching Sustainability Model

Evaluate & Adapt

Sustainability Model
Step 4: Review Entrepreneurial Credits and Courses

Entrepreneurship Certificate Programs in U.S. (n=32)

<table>
<thead>
<tr>
<th>Requirements by Certificate Programs</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Courses</td>
<td>5</td>
</tr>
<tr>
<td>Credit Hours</td>
<td>15</td>
</tr>
<tr>
<td>Total Number Course Hours</td>
<td>217</td>
</tr>
</tbody>
</table>

Most Frequent Course Topics and Syllabi

- Introduction to Entrepreneurship
- Entrepreneurial Marketing
- Entrepreneurial Finance
- Business Plan and Model Development
- Entrepreneurial Venture Creation
Syllabi Development Framework

1. **Set Goal**
   - Develop indicators of success

2. **Review Standard Curriculum** of successful entrepreneurial programs

3. **Assess Baseline Data**
   - OSY Skills & Needs
   - Business Demand
   - Faculty & Institutional skills & capacity

4. **Certificate Curriculum**

5. **Courses & Content**

6. **Teaching Sustainability Model**

7. **Evaluate & Adapt**
Step 5: Align Baseline Assessments and Curricula Review

**Entrepreneurial**
- Introduction to Entrepreneurship
- Entrepreneurial Marketing
- New Venture Creation (Starting a New Business)
- Entrepreneurial Finance
- Business Model and Plan Development

**Agricultural**
- Crop Management
- Postharvest
- Integrated Pest Management
Syllabi Development Framework

1. Set Goal
2. Develop indicators of success
3. Assess Baseline Data
   - OSY Skills & Needs
   - Business Demand
   - Faculty & Institutional skills & capacity
4. Review Standard Curriculum of successful entrepreneurial programs
5. Certificate Curriculum
6. Teaching Sustainability Model
7. Evaluate & Adapt
   - Courses & Content
Step 6: Teaching Sustainability Model (Train, Coach and Mentor)

1. Co-Teach first cohort (FC) of faculty & OSY
   - SCC Faculty and Staff
   - Out-of-school youth

2. SCC Faculty teach and UH Coach

3. Selected FC become trainers
   - Train second cohort (SC) of OSY
   - Train other stakeholders based on needs
   - Selected FC become trainers and select SC coached
     - Original trainers are observers and continue to coach
     - Expansion of the capacity building programs to wider communities

Expansion of the capacity building programs to wider communities
Syllabi Development Framework

1. Set Goal
2. Develop indicators of success
   - OSY Skills & Needs
   - Business Demand
   - Faculty & Institutional skills & capacity
3. Review Standard Curriculum of successful entrepreneurial programs
4. Assess Baseline Data
5. Courses & Content
6. Certificate Curriculum
7. Evaluate & Adapt
8. Teaching Sustainability Model
Step 7: Evaluate and Adapt – Indicator Progress

- # of business plans developed - 10
- # of business plans supported or funded - 10
- # of new businesses established – 8 started
- Degree of satisfaction with the training – Evaluations – average 87.5% among OSY
Conclusions

• There is often unrealized agri-entrepreneurial talent among OSY in the Philippines and elsewhere.
• Providing agri-entrepreneurship training to OSY that is relevant, comprehensible and effective could improve their livelihood and provide food security in tandem.
• The provided framework may be used in other developing countries where there is untapped potential for agricultural and rural OSY development and employment needs.

Next Steps

• Continue to mentor OSY as they establish businesses.
• Continue the sustainable model with the second year cohort of OSY.
Thank you!

Any Questions?
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