



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

Background: Potential Solutions

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

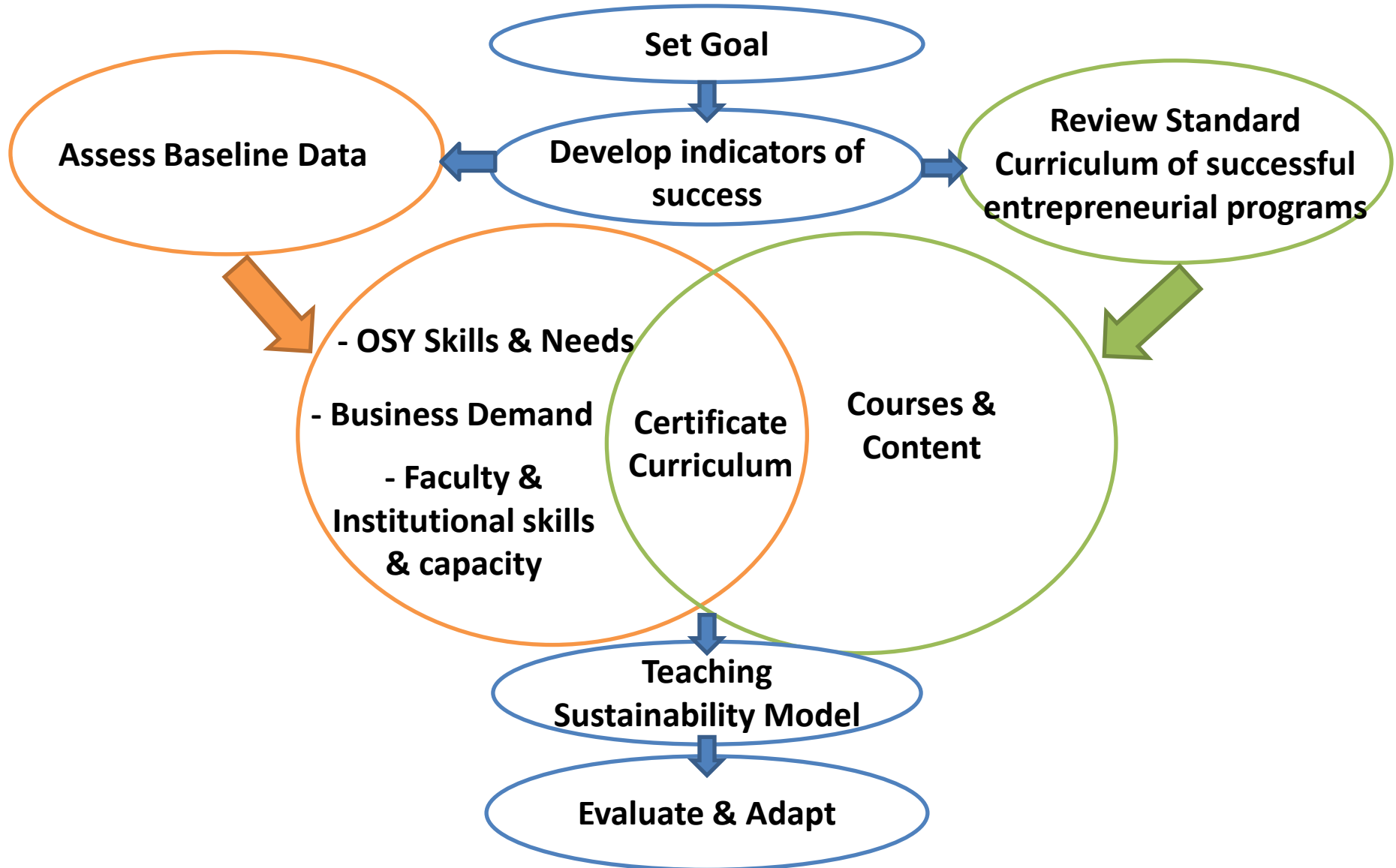
Goal

- 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.

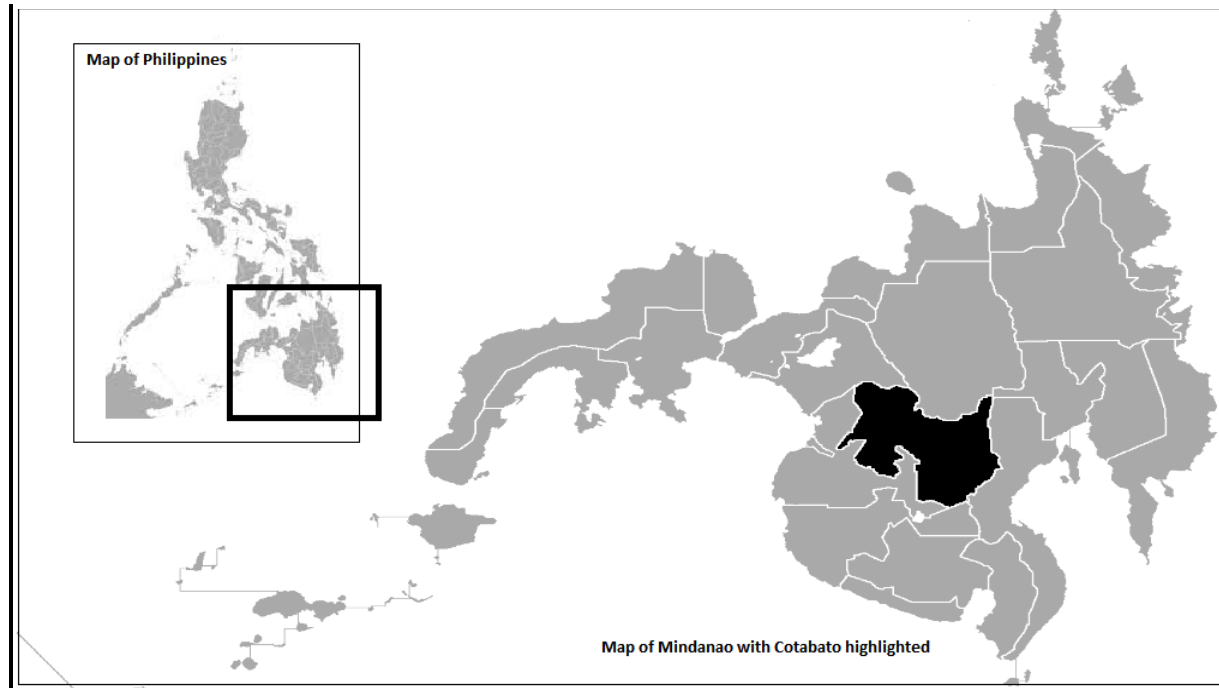
1. Syllabi Development Framework



Case Study Area: Central Mindanao

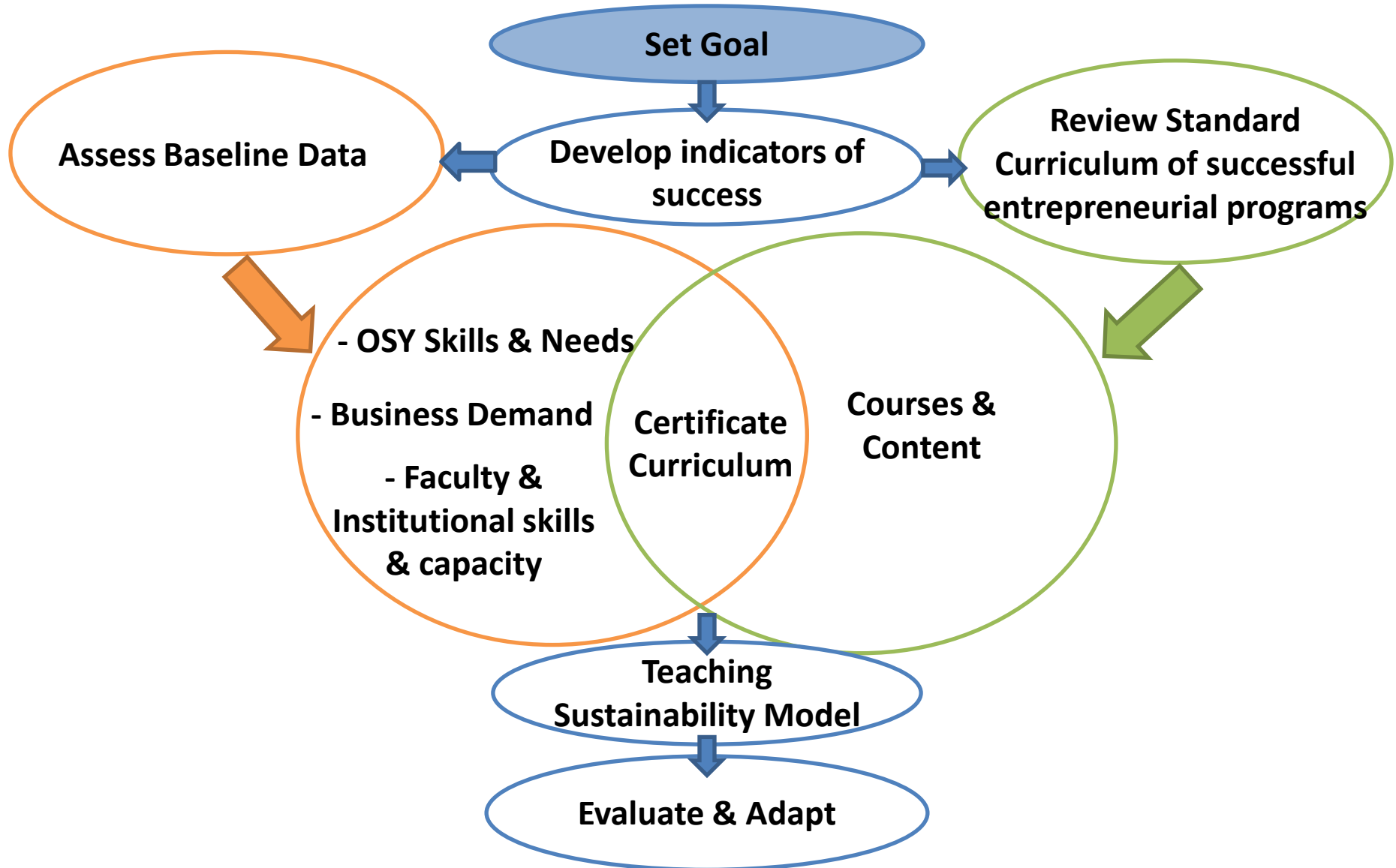
- The Autonomous Region in Muslim Mindanao (ARMM) registered the **highest number of OSY at 23.6** percent (Camero 2012).
- Mindanao's **underemployment rate is 25%**, one of the highest in the country (USAID 2011).
- Traditional livelihood opportunities for OSY are largely **agricultural-based enterprises** dominated by unpaid family labor (Briones 2009).

Case Study Area: Central Mindanao



- 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



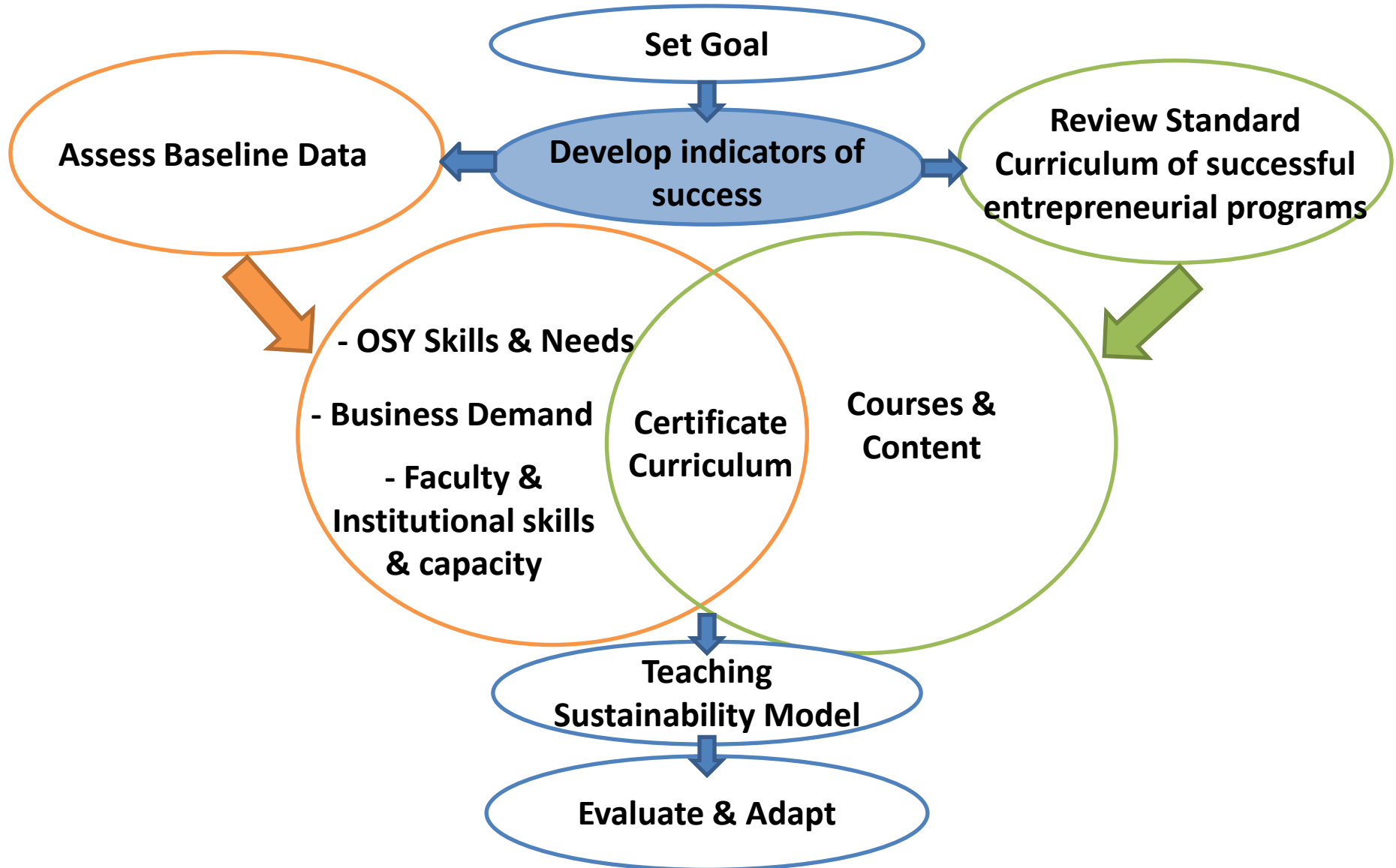
Step 1: Set Project Goal

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



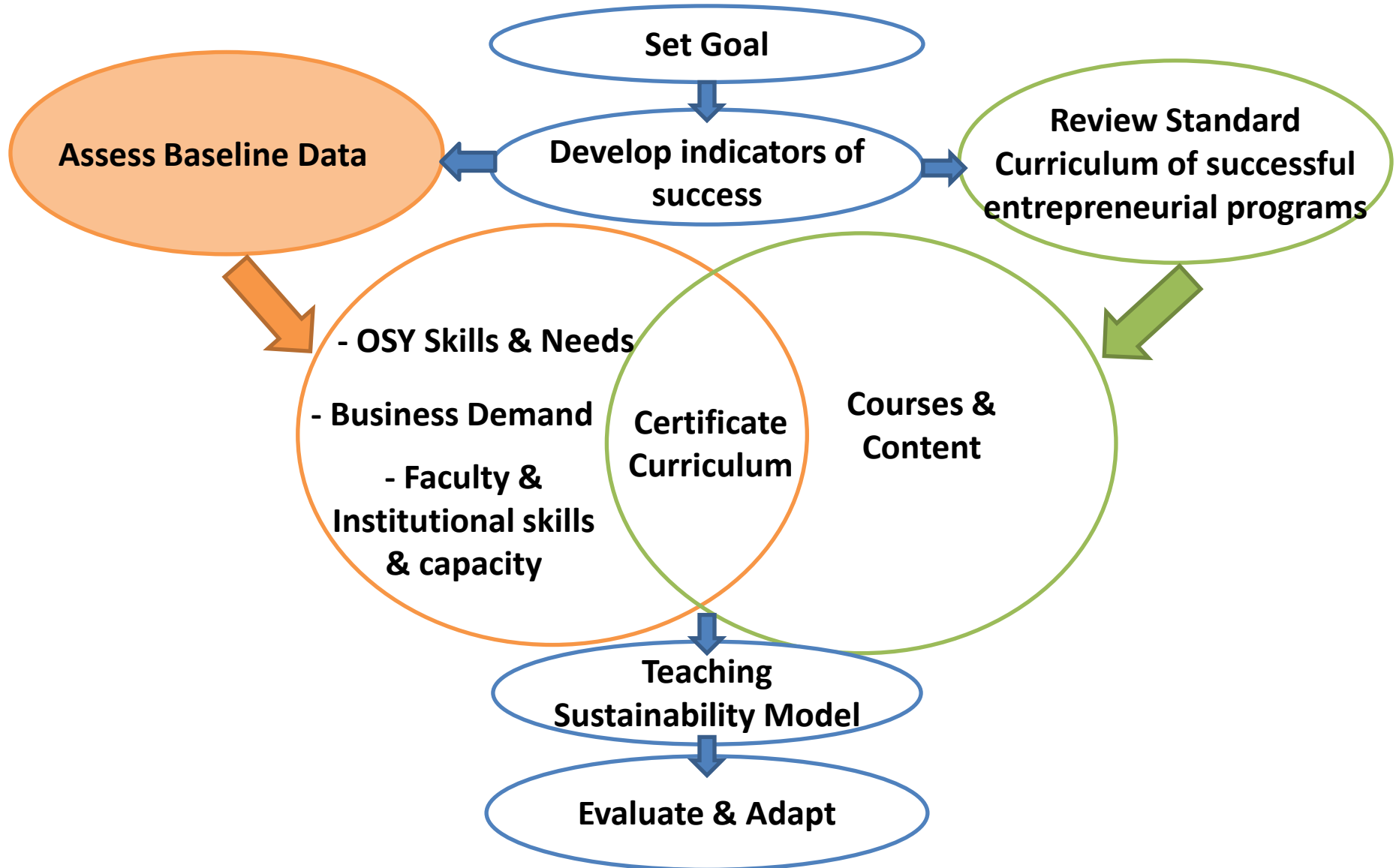
Step 2: Develop Indicators of Success

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



Step 3: Baseline Assessments of OSY, Faculty and Businesses

OSY (n = 30)

- Crop Management
- Pest Management
- Post-harvest processes
- Supply/Value Chain

Faculty (n = 42)

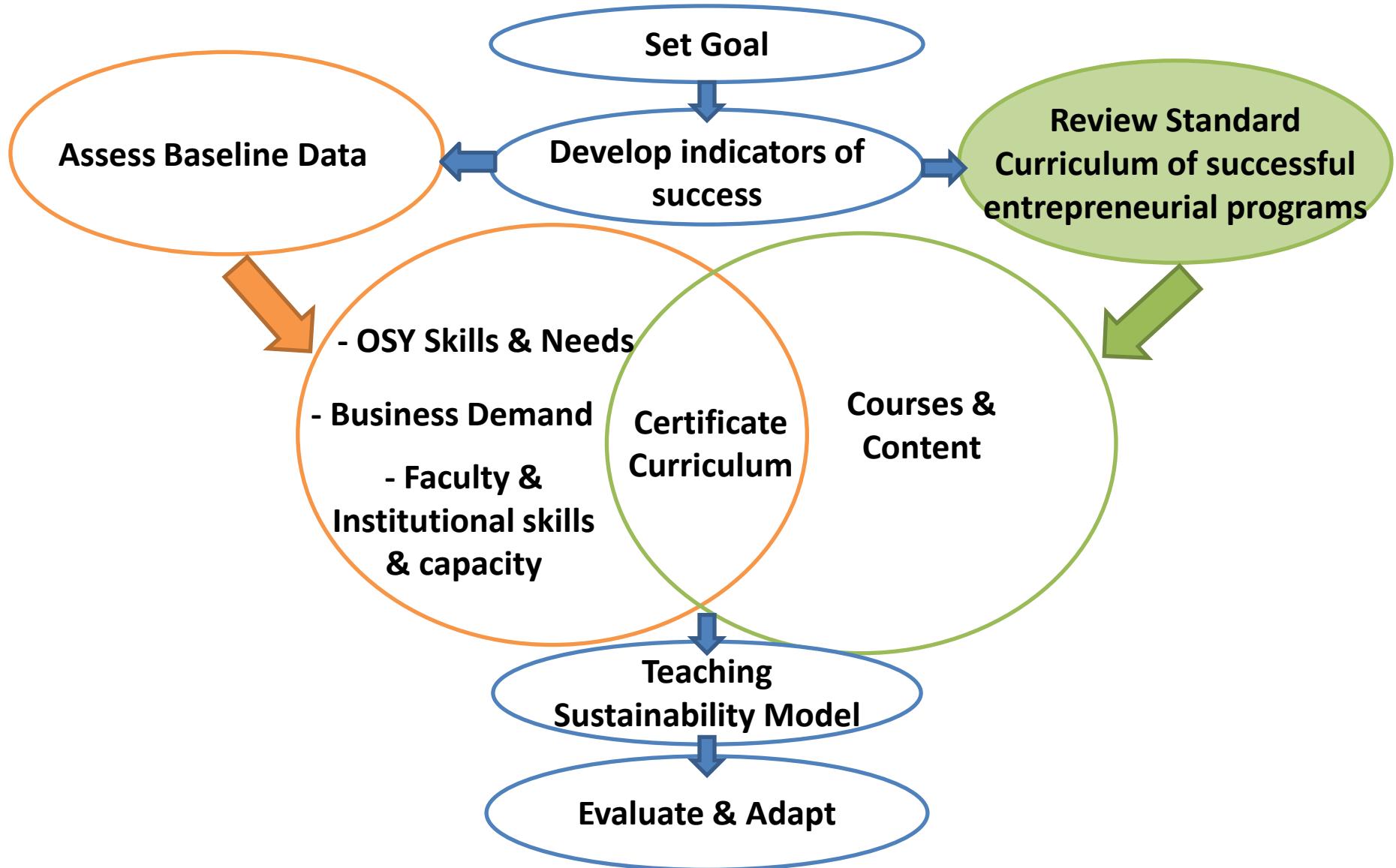
- Entrepreneurship training
- Food processing
- Market research
- Operations and strategy

Business (n = 16)

- Skilled workers needed
- Most would offer OSY on-the-job training
- Certification of course completion recommended



Syllabi Development Framework



Step 4: Review Entrepreneurial Credits and Courses

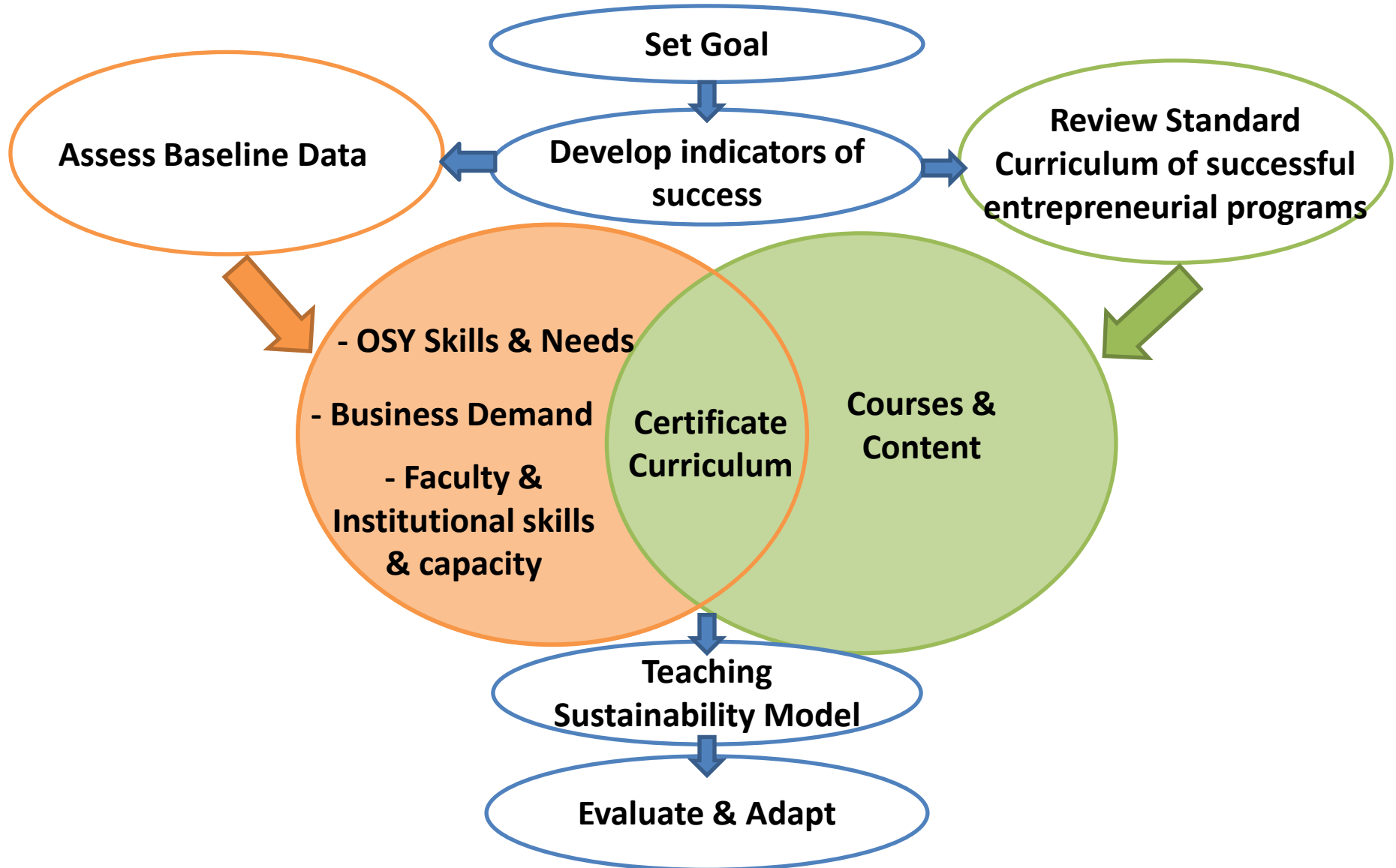
Entrepreneurship Certificate Programs in U.S. (n=32)

Requirements by Certificate Programs	Mean
Number of Courses	5
Credit Hours	15
Total Number Course Hours	217

Most Frequent Course Topics and Syllabi

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

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Step 5: Align Baseline Assessments and Curricula Review

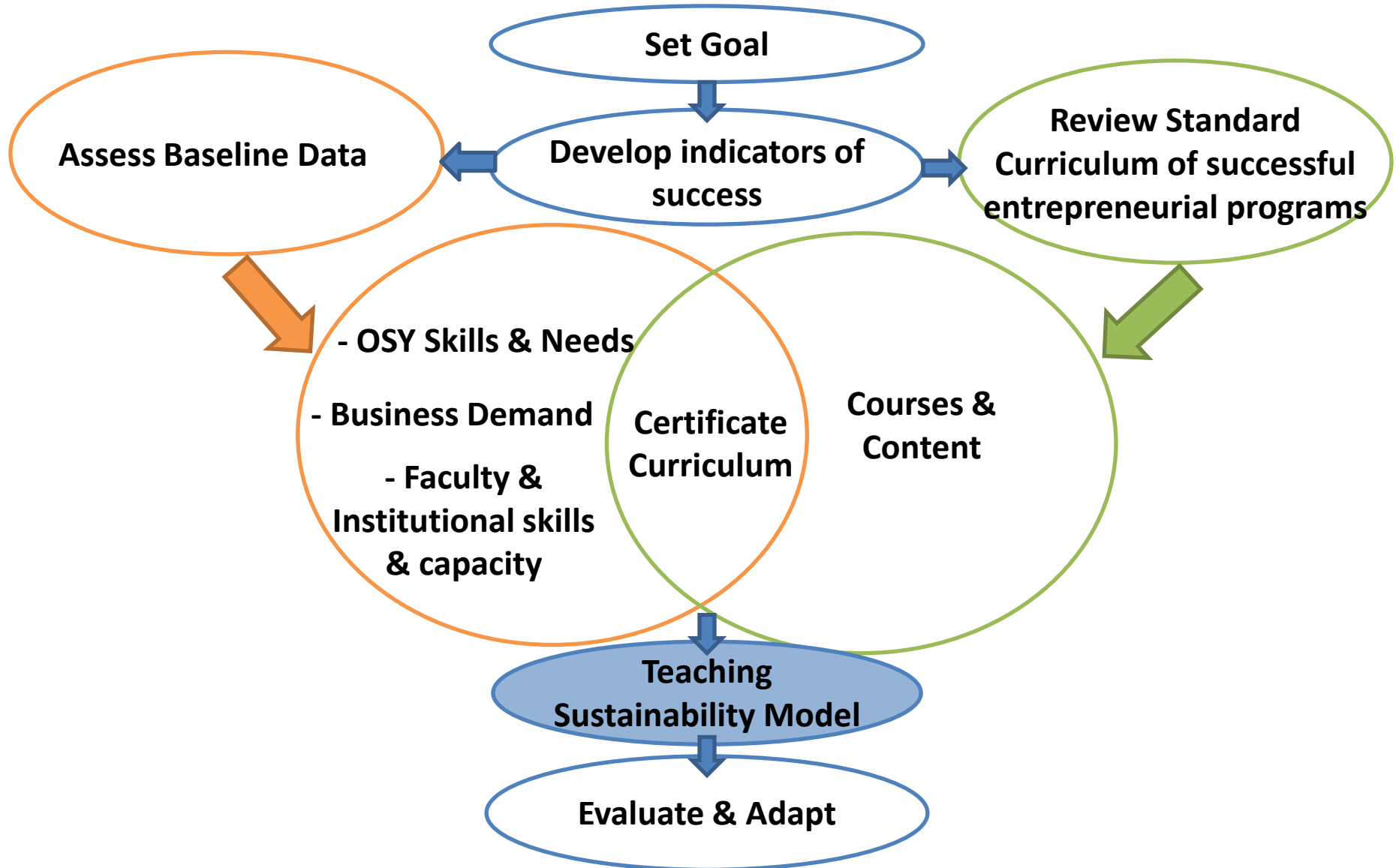
Entrepreneurial

- 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



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

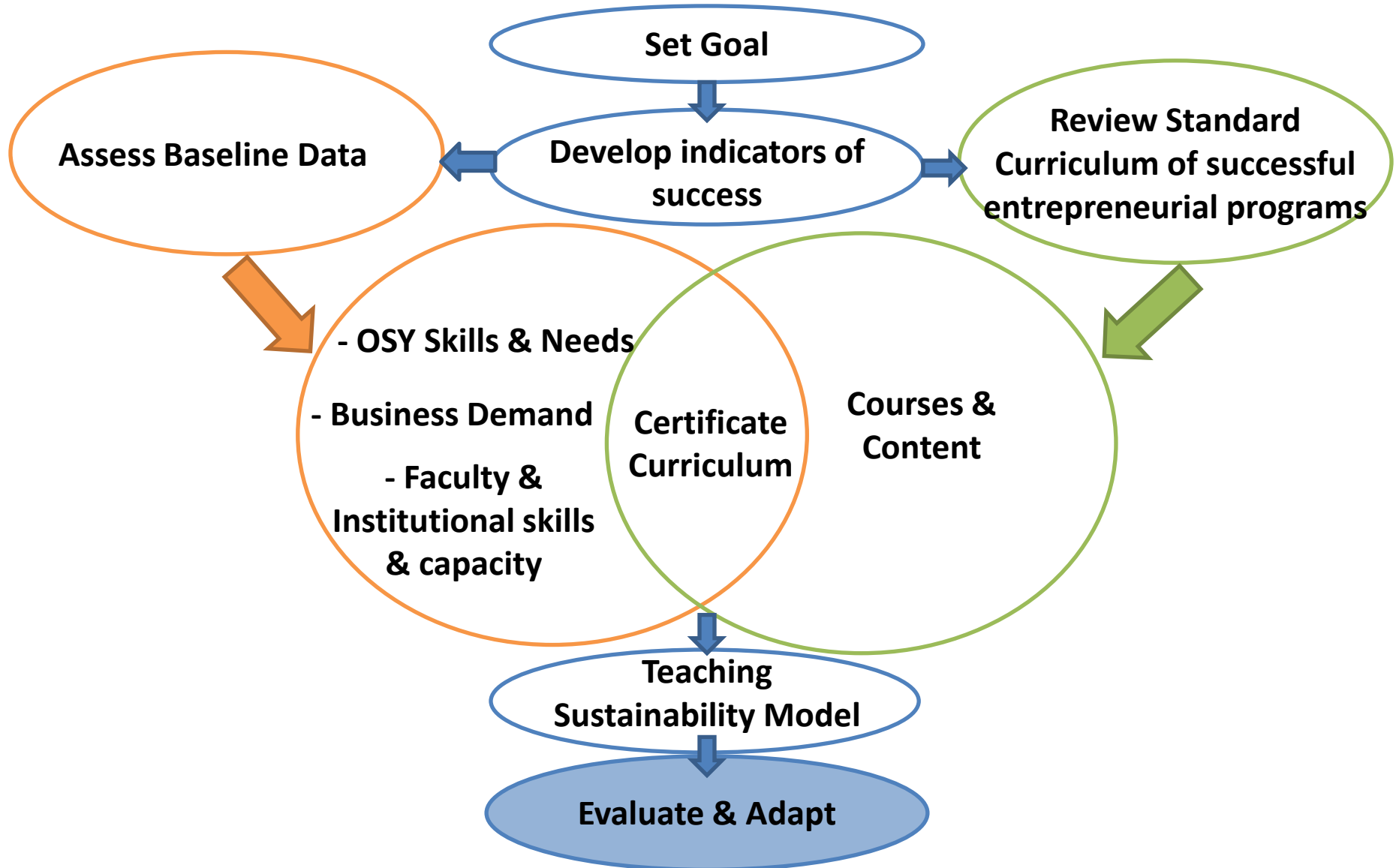
Train other
stakeholders
based on
needs

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

Syllabi Development Framework



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.



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Thank you!

Any Questions?

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