



**American Council on Education (ACE)/Higher Education for  
Development (HED) and U.S. Agency for International  
Development (USAID)/Philippines**

**Job Opportunities for Business Scale-up (JOBS) for  
Mindanao**

**Southern Christian College and the University of  
Hawai'i-Manoa**

*“University Partnership Linking Out-of-School Youth to Agri-  
Entrepreneurship and Development to promote Job Opportunities and  
Business Scale-up for Mindanao (UPLOAD JOBS)”*

**FINAL ASSOCIATE AWARD REPORT  
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## LIST OF ACRONYMS

ACDI/VOCA	Agricultural Cooperative Development International (ACDI) / Volunteers in Overseas Cooperative Assistance (VOCA)
ACE	American Council on Education
BIFF	Bangsamoro Islamic Freedom Fighters
CAAM	Conflict-Affected Areas in Mindanao
CAFE	Center for Agricultural and Farmland Entrepreneurship
DTI	Philippine National Department of Trade and Industry
E3/ED	Bureau for Economic Growth, Education and the Environment/Office of Education
FY	Fiscal Year
GAME	University of Philippines Los Baños Global Agribusiness Management & Entrepreneurship Conference
HED	Higher Education for Development
IFAMA	International Food and Agribusiness Management Association
JOBS	Job Opportunities for Business Scale-up
M&E	Monitoring and Evaluation
MILF	Moro Islamic Liberation Front
MYDev	USAID/Philippines Mindanao Youth for Development
NGO	Non-Governmental Organization
OSCY	Out-of-School Children and Youth
OSY	Out-of-School Youth
PQI	Program Quality & Impact
PRIME	Partnership Results & Information Management Engine
RFA	Request for Applications
SCC	Southern Christian College
TESDA	Technical Education and Skills Development Authority
UH	University of Hawaii-Manoa
UPLOAD JOBS	University Partnership Linking Out-of-School Youth to Agri- Entrepreneurship and Development to promote Job Opportunities and Business Scale-up for Mindanao
USAID	United States Agency for International Development
USD	United States Dollars
USG	United States Government

## **EXECUTIVE SUMMARY**

This report describes the University Partnership Linking Out-of-School Youth to Agri-Entrepreneurship and Development to promote Job Opportunities and Business Scale-up for Mindanao (UPLOAD JOBS) between University of Hawaii at Manoa (UH) and Southern Christian College (SCC). Active between June 2012 and June 2015, the partnership sought to enhance livelihoods of out-of-school youth (OSY) and farming communities in Central Mindanao through training and capacity building of educators and participants of the agricultural entrepreneurship extension program at SCC.

More than 40 years of religious conflict in the Mindanao region of the Philippines has created significant challenges for its development. Additionally, high levels of social exclusion contribute to the discontent that fuels the ongoing conflict. When conflicts between local armies and the government erupt, thousands of youth are unable to attend classes on a regular basis or receive an adequate education.

The UPLOAD JOBS partnership design was therefore based on developing a dynamic and modern entrepreneurship training program that considers local and regional context; consistently monitors and evaluates its content for effectiveness and makes the appropriate adaptations without degrading the overall desired impact. Entrepreneurship is seen as a key driver to the overall economic growth and development of the Philippines and as a way to help overcome challenges of unemployment. The agri-entrepreneurship extension training program developed by the partnership was consistently made flexible in the wake of continued security challenges on the island of Mindanao and the Cotabato Province.

Highlights of this UPLOAD JOBS partnership include stronger institutional linkages between the partnership universities and new opportunities for education programs specifically related to agricultural entrepreneurship. In terms of capacity building of OSY and faculty, there is strong indication that partnership beneficiaries are generally becoming more productive citizens and that UPLOAD JOBS has played an important role in assisting the youth and other learners to become part of a productive workforce and eventually propel economic activities in Mindanao as entrepreneurs.

Key elements of UPLOAD JOBS, such as a Center for Agricultural and Farmland Entrepreneurship and an agri-entrepreneurship training and certificate program, have both been institutionalized by SCC. Meaningful engagements with stakeholders commenced during the partnership are also being sustained which provide OSY with valuable opportunities to apply their knowledge of agri-entrepreneurship. These achievements directly indicate the successful manner in which the intervention was implemented.

Overall, more than 200 OSY were trained in agri-entrepreneurship and the UPLOAD JOBS period of performance is a first phase of what is hoped to be a long and fruitful collaboration between academic institutions and other organizations for entrepreneurship and workforce skills development among OSY in Mindanao.

## **BACKGROUND**

In collaboration with the United States Agency for International Development Mission in the Philippines (USAID/Philippines), the American Council on Education Office of Higher Education for Development (ACE/HED) implemented UPLOAD JOBS between University of Hawaii at Manoa and Southern Christian College. The partnership sought to enhance the livelihoods of OSY and the larger farming community in Central Mindanao by building on pre-existing agricultural and rural sector skills through formal and non-formal capacity building education programs at SCC. By strengthening the capacity of SCC in rural workforce development through extension programs in agricultural entrepreneurship, the partnership complemented ongoing entrepreneurial development projects funded by the Government of the Philippines and USAID/Philippines to provide OSY with workforce skills to contribute to the economic development of their communities.

National education statistics for the Philippines indicate that only seven out of 100 primary school enrollees in rural areas complete a college education. Only about 60 percent of youth attend secondary school. This age group comprises almost 20 million or 22 percent of the population and has the highest rate of unemployment. With an increasingly demanding labor market, many young people do not receive the opportunity to acquire the knowledge, skills, and attitudes needed to gain meaningful employment, particularly in rural areas. This results in lost opportunities for both the individual and the communities in which they live.

In the conflict-affected areas in Mindanao (CAAM), there are as many out-of-school children and youth (OSCY) as there are in-school children and youth. Without appropriate skills, OSCY, as unemployed drop-outs, become easy targets for recruitment into counterproductive activities, particularly in CAAM. Currently, Mindanao's underemployment rate is 25 percent—one of the highest in the country. The dearth of relevant training courses specifically targeted for OSY only compounds the problem (HED, 2011).

In response to this problem, HED signed an Associate Award with USAID/Philippines in September 2011 to implement the “Job Opportunities for Business Scale Up (JOBS) for Mindanao Higher Education Partnership Program.” Through this program, HED funded one higher education partnership between University of Hawaii at Manoa and Southern Christian College as part of USAID's global JOBS initiative to contribute to the promotion of entrepreneurship and workforce skills development among out-of-school youth in Mindanao. The four specific objectives of the partnership were to:

1. Support and foster community-led strategies that optimize profit potential through agricultural entrepreneurship and farmland management;
2. Mobilize government, nongovernmental organizations (NGOs), and private sectors to work with SCC to promote entrepreneurship and enhance rural workforce development, skills and opportunities for OSY;

3. Develop an entrepreneurial component to SCCs educational offerings targeted at improving livelihoods and incomes among OSY and micro/small scale rural workers; and
4. Enhance SCC's capacity for training and workshop delivery.

To achieve these goals, Southern Christian College, located in Midsayap, North Cotabato, was preselected as the Philippine higher education partner for JOBS for Mindanao. SCC, established in October 1948, has been at the forefront of rural development in the region and continues to be the premier community-serving university and a catalyst for change in the area. The school is recognized for its contributions in both peace and development work in Mindanao. SCC advocates enhancing rural peoples' participation and capacity and the building up of social capital and community enterprises to propel peace and economic development.

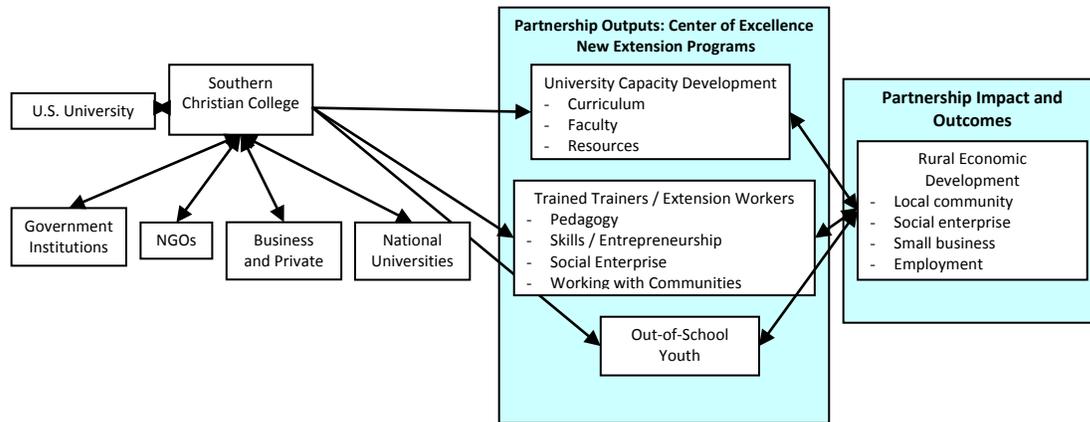
Local economies and social structures in Central Mindanao have been disrupted by centuries of conflict, and youth, considered to be the future of a nation, are especially at risk. The quality of education is compromised, and youth are required to leave their studies to generate income for themselves and their families. Rural post-conflict and conflict regions typically exhibit the highest levels of youth unemployment and lowest levels of youth completion of basic education. In fact, in the Autonomous Region of Muslim Mindanao, youth unemployment is 42% compared to the national average of 6 percent (USAID, 2007). In Central Mindanao, only 52% of its young adults (15-24) register to secondary schools. TESDA (Technical Education and Skills Development Authority) states that the average Filipino farmer only reaches the 5th grade (TESDA, 2011). With generations of youth that are 'left behind' in their education, it is very difficult for this generation to gain the skills necessary to be gainfully employed and productive members of their society.

SCC is geographically located to strategically respond to the development needs of central Mindanao, including the Autonomous Region in Muslim Mindanao. Located at the heart of largely rural and agricultural Central Mindanao, its services can be accessed by five nearby provinces, Cotabato, Maguindanao, Sultan Kudarat, Lanao del Sur, and Bukidnon. SCC has in place a rural development skills training program. Developing new SCC strategies for reaching and training OSY in their communities laid the foundation for the broader Philippines JOBS Conceptual Framework (see Figure 1). Key partnership strategies, such as developing new pedagogical approaches for teaching OSY with a special focus on entrepreneurship at SCC, producing a series of new short courses or modules to deliver instructional content to OSY through SCC's existing programs, and supporting community-led strategies to develop capacity for OSY who are rural agricultural workers, were all eventually outlined in the Philippines JOBS Request for Applications (RFA) developed by HED (Appendix A).

The RFA was released in November 2011 as a means to identify potential U.S. partner higher education institutions with expertise in agricultural entrepreneurship and the desire to establish a partnership with the pre-selected Southern Christian College. A peer review panel composed of experts in small-scale enterprise, the Philippines, agricultural

entrepreneurship education, and other relevant areas was convened by HED to review the applications received. A formal memorandum with funding recommendations was submitted by HED to USAID/Philippines based on the results of the peer review panel, and led to the one subaward being awarded to the University of Hawaii at Manoa in the amount of \$1,070,495 during the summer of 2012.

*Figure 1: Philippines JOBS Conceptual Framework*



Immediately following the final funding decision, HED worked with the U.S. partners to issue subaward agreements reflecting jointly developed scopes of work and budgets. The final phase involved supporting the U.S. partners to issue a sub-subaward agreement to Southern Christian College so the partnerships could be officially established. An intensive start-up phase including joint work by the Filipino and U.S. partners led to the establishment of a comprehensive Monitoring & Evaluation (M&E) framework in accordance with HED and USAID’s evaluation policies.

Systematic monitoring of milestones and achievements, guidance to ensure course correction when appropriate, and overall financial and programmatic oversight were conducted by HED in Washington throughout the duration of the partnership. As part of this role, HED conducted two monitoring visits to the partnership in Manila, Philippines throughout program implementation. HED also contracted an evaluation team to conduct a final external evaluation in the last quarter of the program as anticipated in the Associate Award agreement with USAID/Philippines.

With constant safety concerns due to the continued tension and firefights between the Moro Islamic Liberation Front (MILF) and the Bangsamoro Islamic Freedom Fighters (BIFF) in the Central Mindanao region in the Philippines, HED administered the two monitoring visits from Manila (which both coincided with partnership activities being held in the capital). Similarly, the HED external evaluation methodology was adapted to administer data collection from Manila, Philippines in lieu of travel to Mindanao. Manila

proved to be a suitable and safe site for HED as well as the external evaluators to meet with partnership partners, beneficiaries, and other relevant stakeholders.

As underscored by the external evaluators in their final report (Appendix B), the University Partnership Linking Out-of-School Youth to Agri-Entrepreneurship and Development to promote Job Opportunities and Business Scale-up for Mindanao was “as faithful as possible to the original program design” and “all programmatic activities could be linked back to the program objectives.” As such, this final report will present an analysis of partnership outcomes by objective and highlight the impact this program had on the institutions – and individuals – involved.

## **PARTNERSHIP RESULTS**

Between June 2012 and June 2015, the UPLOAD JOBS partnership’s overall aim was to sustainably increase the institutional and human capacity of Southern Christian College and other related organizations in Central Mindanao to improve livelihoods and incomes of OSY and community members. Each of the partnership objectives was linked to a series of outcomes and outputs, around which UPLOAD JOBS partnership activities were developed. Many of the partnership’s activities and therefore its achievements related to more than one objective. As such, key highlights and subsequent results are grouped under lines of action most appropriate for each outcome. Furthermore, all UPLOAD JOBS program activities were developed and implemented in collaboration with various partners. Collaborating partners and information on stakeholder engagement and/or strategic alliances are referenced below by achievement, where relevant.

### ***HIGHLIGHTS & RESULTS BY OBJECTIVE***

#### **Objective 1: Support and foster community-led strategies that optimize profit potential through agricultural entrepreneurship and farmland management**

**Outcome 1.1: A Center for Agricultural & Farmland Entrepreneurship (CAFE) is established**

- ***Output 1.1.1: Advisory Council representing the stakeholders established***
- ***Output 1.1.2: Organizational framework and governance structure of CAFE set up***

The Center for Agricultural and Farmland Entrepreneurship (CAFE) is the centerpiece of objective one. Committed to connecting established business leaders and entrepreneurs to potential investors in Mindanao to create opportunities for economic development and entrepreneurial success, CAFE functions as a Center of Excellence. In promoting entrepreneurship as a core rural economic development strategy to achieve sustained income growth for OSY and community members, CAFE simultaneously improved the institutional and human capacities of SCC.

During 2012 at the start of the UPLOAD JOBS partnership, there was no established center for entrepreneurship within Midsayap, North Cotabato, suggesting potential for such a center to serve the region in advancing entrepreneurship and provide resources and new information to the community. Upon initiation of partnership activities, partners therefore focused on establishing a foundation for CAFE, such as finalizing the organizational charter and board of directors membership and related duties (under the Community Education Research and Extension Administration of SCC). During the first year of partnership implementation, SCC also selected members for an advisory council which would champion CAFE moving forward. The CAFE advisory council is composed of seven members including a Bangsamoro representative, OSY representative, non-governmental organization (NGO) representative, banking sector representative, and three additional members from the government, higher education, and civil society sectors.

CAFE advisory council members are either recommended by other existing council members or by invitation. Since establishment, each advisory council member has contributed directly to the continued development of CAFE by participating in partnership workshops and colloquium events. The board was strategically structured to change membership every two years, although the initial term was staggered to avoid all inaugural members rotating off at the same time. Additional advisory council support and oversight includes activities such as creating key network linkages, providing advising and guidance to CAFE leadership, and representing CAFE in public venues during key outreach activities. Of utmost importance, the advisory council facilitates casting a greater net for generating and securing leveraged resources, increasing overall stakeholder engagement and acquiring community interest and support in the future direction of CAFE.

The organizational framework and governance structure of CAFE was established during the first year of partnership implementation, with a working group convened shortly thereafter at SCC to further develop and refine this structure. CAFE's advisory council reviewed and approved the final framework and SCC subsequently institutionalized CAFE in late 2012.

Partners next focused on the creation of a central database of organizations and individuals that they could document and monitor in order to track the stock and flow of participants attending and contributing to UPLOAD JOBS and CAFE activities. This database has since been used to track all partnership activities and events and partners have highlighted the importance of the database for the distribution of event invitation letters, semi-annual newsletters, and for the monitoring of the overall partnership network. Eventually observing the need for an online presence to popularize CAFE, CAFE and UPLOAD JOBS partners worked on integrating and building two online databases through its Facebook page and Mail Chimp. In 2015, partners transferred full management of the databases over to CAFE which will support overall expansion of and continued engagement with the CAFE network. In the end, partners exceeded their target for this deliverable as they engaged in the development of two additional databases beyond their original target of one (see Appendix E for all indicator data tables).

**Outcome 1.2: Community members take advantage of agricultural entrepreneurship opportunities provided by CAFE**

- ***Output 1.2.1: CAFE provides empowering services to the community, e.g. consultancies, etc.***

A second objective of CAFE was to provide empowering outreach and extension services to the community, and in its current form, it has become a site of ongoing support and assistance for OSY businesses. The emphasis not only on business knowledge but community relations was at least partly engendered through the post-training support offered as a result of the UPLOAD JOBS partnership. This involved inviting participants to seminars or alerting them to opportunities post-training, as well as displaying products created as a result of their entrepreneurial activities (Fellner, T. & Zelezny-Green, R., 2015).

CAFE, which became a focal point for many of the UPLOAD JOBS efforts (particularly in giving advice, discussing opportunities and/or offering workshops), received strategic consulting guidance in early 2015 from the Agricultural Cooperative Development International (ACDI) / Volunteers in Overseas Cooperative Assistance (VOCA) to assist with organizational development, fundraising, networking, financial management, and service development. Two volunteers from ACDI/VOCA provided their time and expertise to support CAFE and select OSY businesses to further equip them with product and business strategies so they can eventually expand their operations into larger markets. Based on ACDI/VOCA findings, CAFE will develop a roadmap for future organizational sustainability and income generation to ensure future support of community-led strategies post June 2015.

A major related outcome is CAFE's support to OSY business teams and subsequent creation of business plans through networking opportunities, guidance and advising, and tailored training opportunities. Through this additional engagement with the OSY business teams, business plans improved and evolved beyond the core UPLOAD JOBS training program into more innovative and profitable enterprises. Partnership custom indicator #11 (number of innovative business models submitted to the CAFE) measures OSY business plans and UPLOAD JOBS business plans that CAFE designed and innovated beyond the UPLOAD JOBS training program. In fiscal year 2013, the following five business plans were the first to be improved upon or innovated:

1. *Pure VCO*: Through UPLOAD JOBS and CAFE, Anlyn Derequito, SCC Program Director in charge of Agricultural Extension and Training consulted with producers on improving product production and packaging in order to develop a business model which enhances market competitiveness.
2. *Peanut Joy*: Through UPLOAD JOBS and CAFE, Dr. Violeta Bello, an invited peanut butter consultant, worked alongside the Peanut Joy production team to develop

an improved business model for product enhancement, focusing on product taste, to meet consumer needs and demands.

3. *Wonder Mushroom*: With support from CAFE, results from a July 2013 Agri-Entrepreneurship training market study analysis of product attributes (price, mushroom type and packaging) were used to develop and implement an improved strategy for marketing and product enhancement for this business.
4. *Heavenly Banana Chips*: Results from a market study analysis conducted in the UPLoad JOBS Agri-Entrepreneurship training in July 2013 regarding product attributes (price, cut, flavor and color of chip) were used to develop and implement an improved business strategy for marketing and product enhancement with support from CAFE.
5. *Aloha Delights Express*: This is a pivotal business model for UPLoad JOBS as this product was registered by CAFE as an established business entity alongside other SCC products. Aloha Delights will act as a gateway portal for customer and business networking and will provide a venue for OSY to market their products in a recognized forum.

Subsequently, 13 additional business plans were innovated in fiscal year 2014 and seven in fiscal year 2015. As a result, the partnership was able to more than double its baseline target of 12 business models submitted to CAFE to have a total of 25 by the close of the partnership in June 2015.



*Business team for Heavenly Banana Chips from Barangay Pacao and Dr. Elma Neyra (right) Project Co-Director for UPLoad JOBS for Mindanao enjoy some banana chips at their production house*

While OSY found benefit in CAFE and often discussed it optimistically, a challenge identified by HED’s external evaluation pertains to the practicalities of traveling to and attending CAFE functions from nearby communities. Some OSY participants received support from the partnership, but for others the transportation cost was a significant barrier to fully utilize the services offered by CAFE. HED found that this was a limiting factor in the overall success of the CAFE as a social and business center, which can and should be addressed moving forward.

**Objective 2: Mobilize government, nongovernmental organizations (NGOs), and private sectors to work with SCC to promote entrepreneurship and enhance rural workforce development, skills and opportunities for OSY**

**Outcome 2.1: Existing network of entrepreneurial organizations and individuals is increased**

- *Output 2.1.1: Database of organizations and individuals is created*
- *Output 2.1.2: Planned activities for the network are promoted and marketed through an information exchange forum*
- *Output 2.1.3: Annual partnership and engagement colloquium/meeting conducted*

The key outcome under objective two entailed enhancing the UPLOAD JOBS network of entrepreneurial organizations and individuals. Throughout implementation, partners made consistent efforts to engage with civil society organizations, banks, businesses, government organizations, and other universities which subsequently laid the foundation for OSY opportunities to apply their new knowledge of agri-entrepreneurship.

The partnership met its baseline target by hosting two Annual Colloquium and Tradeshows at SCC’s campus in Midsayap. With 383 participants at the first gathering and 277 at the second, partners provided a tradeshow forum for OSY businesses to market and sell their products to stakeholders from various sectors. A business owners’ panel discussion segment focused on how local businesses are supporting young entrepreneurs, ensuring product quality, enhancing supply chain management, and planning for business scale up. Municipal officials presented at each event on how the partnership can expand its impact and continue to enhance livelihoods throughout central Mindanao.

Partners have highlighted that the Annual Colloquiums were ideal settings to forge opportunities and linkages with local government and businesses and to keep all participating stakeholder organizations engaged in UPLOAD JOBS activities by informing them of latest achievements. In particular, the business product demonstrations created interest among youth and non-UPLOAD JOBS OSY to learn more about agri-entrepreneurship and encouraged participation in future partnership trainings and offerings.

UPLOAD JOBS also brought about opportunities for OSY on-the-job training with local business establishments in Midsayap, North Cotabato to enable OSY to gain insights into how to better manage their own startup businesses. Each on-the-job training rotation consisted of 40 hours and CAFE worked to ensure OSY were able to optimize these experiences to support professional development and other business management skills. The partnership on-the-job training component provided beneficial value add beyond the agri-entrepreneurship training modules. Through the program, SCC was able to establish and fortify relationships and linkages with local community business stakeholders while also enhancing rural workforce development opportunities in Mindanao.



*Barangay Rangaban presenting at the 2014 UPLOAD JOBS Annual Colloquium and Tradeshow*

In an effort to mobilize the government to work with SCC to promote entrepreneurship and enhance rural workforce development, skills and opportunities for OSY, UPLOAD JOBS partners collaborated closely with the Philippine National Department of Trade and Industry (DTI). DTI gave a short-term course at SCC on food product development and packaging for OSY businesses focusing on producing and selling food items. CAFE worked with DTI on a proposal to create a DTI Common Service Facility center that will bring food processing equipment to SCC, making it an official food-processing site. Prospects for this center are promising as SCC will be able to make products certified by the Bureau of Food and Drugs.

**Objective 3: Develop an entrepreneurial component to SCCs educational offerings targeted at improving livelihoods and incomes among OSY and micro/small scale rural workers**

**Outcome 3.1: Educational offerings are expanded & enhanced to better meet the skills needs of stakeholders in the areas of agricultural entrepreneurship and farmland management**

- *Output 3.1.1: SCC undergraduate, certificate, vocational programs & short-term courses reviewed*
- *Output 3.1.2: Agricultural entrepreneurship short-term courses developed & instituted*
- *Output 3.1.3: Extension/outreach modules developed*
- *Output 3.1.4: Extension/outreach workshops developed & organized*

The major outcome under partnership objective 3 was SCC's capacity to create and deliver context appropriate agri-entrepreneurship training workshops and programs for OSY. A comprehensive review of courses and curriculum of 32 leading entrepreneurial programs in the United States was conducted by partners to select the top five prevalent courses to then develop a concise but effective agri-entrepreneurship training curriculum (see Figure 2). The agri-entrepreneurship training and certificate program, an opportunity for OSY to learn, engage and become certified to develop a business plan via their five-course module training, was formally institutionalized by SCC in 2014.

Overall, eleven SCC faculty members and extension program stakeholders were trained to be trainers, using the partnership 'train, coach, mentor' model. Prior to the UPLOAD JOBS partnership, SCC faculty and staff had never formally trained OSY and non-OSY on the selected agri-entrepreneurship training course content. Each training module was therefore designed to have a 'primary' and 'secondary' facilitator and/or trainer. For cohort 1, the primary facilitator was a U.S. based faculty trainer, and the secondary was an SCC faculty trainer who was mostly translating and supporting the training. For cohort 2, the secondary SCC faculty trainer became the primary trainer, and UH faculty observed and coached the process. Eventually, the project invited new faculty and select OSY to become the secondary trainers. For cohort 3, the primary and secondary trainers were already well established and UH faculty became mentors and provided feedback and suggestions, including ideas for new activities and training concepts. Finally, for cohort 4, select OSY trainers helped facilitate the training course which was entirely delivered by SCC faculty.

At the end of each agri-entrepreneurship training cohort, OSY business teams created a business plan and received the resources from partners to execute the business plan. CAFE supported the OSY business teams with networking opportunities, guidance and advising and additional training opportunities. Through additional engagement with the OSY business teams, business plans improved and evolved beyond the training program

into more innovative and profitable enterprises. In fiscal year 2013, five business plans were improved or innovated, followed by 13 in 2014 and seven in 2015. As a result, the partnership was able to more than double its baseline target of 12 business models submitted to have a total of 25 by the end of the partnership.

*Figure 2: UPLOAD JOBS Agri-Entrepreneurship Certificate Curriculum*

<b>Agri-Entrepreneurship Certification Courses</b>	
<b>Introduction to Entrepreneurship</b>	Introduces the practical concepts and methods for developing a business plan such as the generation of business ideas, how to conduct feasibility tests of those ideas, and general guidelines for writing a business plan
<b>Entrepreneurial Marketing</b>	Provide an overview of common marketing and sales strategies, and marketing plans. Participants additionally developed their own marketing flyer to support their business plan
<b>Finance</b>	Course on financial planning with a specific focus on how the business generates and spends income and its overall viability. Participants learned how to prepare key financial documents- balance sheet, income statement, and cash flow statements for a model small business.
<b>Business Plan and Development</b>	Introduction, overview and application of the five-step business plan
<b>Production Plans (New Addition as of April 2014)</b>	Focus on how to develop and implement a production plan to include source of raw materials, costs of raw materials, location of production, location of storage, and machinery/ capital investment required in the production process.
<b>New Ventures</b>	Practical concepts and methods on business profitability, forward planning, new ventures and management.

Partners conducted a series of surveys to measure the income generating potential of OSY in all agri-entrepreneurship training cohorts. OSY were given a pre-screen survey including questions about income generation before their cohort training began. Partners also conducted in-depth qualitative interviews with a select group of OSY at the end of the partnership. According to the qualitative interviews, 71% reported an increase in income and many OSY reported that entrepreneurship was the most stable source of income they have ever had.

The benefits from enterprises created through the UPLOAD JOBS agri-entrepreneurship training also trickled down to the local communities of certain OSY. During cohort 1, a team of OSY created Heavenly Banana Chips to cook and sell banana chip snacks. Eventually the team dissolved after team members enrolled in school and started securing more formal employment opportunities. As a result, the UPLOAD JOBS partners (in

tandem with CAFE) worked with the OSY business members to train an all-female community group (Women of Pacao) to eventually manage and take over the business.

A total of 200 OSY attended the agri-entrepreneurship training and certificate program, with a total of 102 OSY having completed all five modules and subsequently receiving an agri-entrepreneurship training certificate. The number of OSY that completed training varies significantly from the number of OSY that only attended trainings due to various administrative and implementation reasons that included: 1) local security challenges resulting in the postponement of activities; 2) family obligations and commitments that resulted in OSY leaving trainings early; 3) individual illnesses; and 4) duration of the training program. In order to enable OSY to successfully complete the certificate offering, OSY from cohorts 1 and 2 were invited back to an ‘a la carte’ training that overlapped with the general training for cohort 3. Similarly, cohorts 2 and 4 were divided into two parts instead of the originally envisioned nine consecutive days to avoid higher attrition rates.

Including the agri-entrepreneurship certificate program, a total of 17 short-term courses, modules and workshops were developed and instituted by the partners. These courses were introduced to the OSY and non-OSY of Central Mindanao and were all related to agriculture and farmland entrepreneurship, as well as additional courses that were selected on an at-needs basis. The partnership was able to surpass their baseline target of 16 courses, modules and workshops instituted with its final total of 17. For non-OSY, a total of 783 individuals participated in partnership activities across the duration of the project (see direct beneficiaries data in Appendix C).

Synergies with the Philippine Technical Education and Skills Development Authority (TESDA) continue to advance regarding further recognition of the agri-entrepreneurship training and certificate program in Mindanao. TESDA Region 12 has expressed an interest in securing input from UPLOAD JOBS partners regarding the development of a national agri-entrepreneurship certificate, modeled on SCC’s current offering. If developed, a national certificate offering would enable SCC to become a nationally-recognized certifying center with SCC trainers also recognized as national trainers.

**Outcome 3.2: Course offerings utilize enhanced and innovative pedagogical approaches**

- ***Output 3.2.1: SCC faculty and staff receive pedagogical mentoring and coaching***

At SCC, faculty and staff participating in the UPLOAD JOBS partnership went beyond their role as teachers within their institution and specifically engaged OSY and the surrounding communities in agri-entrepreneurship to increase livelihoods and income generating options in central Mindanao. The partnership excelled in supporting faculty and staff with various resources, international expert consultations, and trainings to utilize enhanced and innovative pedagogical approaches.

The partnership similarly focused on expanding its efforts to improve institutional and human capacity at SCC by encouraging faculty to build their experience in academic research and professional development at the global scale. Partners coached SCC faculty trainers to conduct market research on OSY products using conjoint choice analysis and compiled results into an abstract for external dissemination. A group of five SCC faculty members and UPLOAD JOBS agri-entrepreneurship trainers eventually traveled to Baltimore, Maryland in 2014 to present academic research on conjoint choice analysis and market research of added value agricultural products. Accompanied by three UH partners, SCC participation in the National Value-Added Agricultural Conference & Northeast Regional Center for Rural Development “What Works III” Conference facilitated key exposure to innovative agribusiness strategies and approaches.

An additional group of SCC faculty, who conducted market research on consumer preferences for five OSY businesses, advised a new group of SCC principal investigators thereby increasing SCC research capacity. Training topics included administering successful focus group discussions, data analysis, and preparing SCC principal investigators for eventual presentation of research findings at the University of Philippines Los Baños 1<sup>st</sup> Global Agribusiness Management and Entrepreneurship Conference (GAME) in Manila. This accomplishment demonstrated SCC faculty’s ability to analyze data with Sawtooth Software and enhanced abilities to engage in pedagogical and research exchange with U.S. academics.

Throughout implementation, international expert consultants convened by UH worked with SCC to further review agri-entrepreneurship training and certificate program modules and introduce new methods for teaching the material. Training syllabi were reviewed in depth by SCC faculty and the consultants worked with each faculty member to improve teaching techniques by holding discussions on questions such as: how can we verify if the OSY understand the content and how can SCC incorporate practical business knowledge? Recommendations such as using simulation games to emphasize certain business concepts, giving OSY opportunities for exposure to marketplaces, and conducting interviews with successful entrepreneurs were all adopted as new teaching methodologies and reinforced learning for OSY cohort 3.

A total of nine market research projects were completed by SCC faculty and their abstracts were submitted for presentation at national and international conferences during 2014 and 2015. In total, research findings were presented at international conferences in the United States (Atlanta, Baltimore, and St. Paul), the Philippines and South Africa. As the partnership project initially focused on faculty capacity building through training and workshop delivery, the conjoint choice research analysis output became an unexpected and remarkable achievement.

Although not chosen as an outcome measure for UPLOAD JOBS primarily due to curriculum requiring government approval in the Philippines, data does demonstrate that faculty actively transferred their knowledge gained from these trainings to their teaching and curriculum content to their SCC classrooms. Project stakeholders across all sectors

cite the benefit and relevance to curriculum content that comes through SCC faculty participating in such activities (Fellner, T. & Zelezny-Green, R., 2015).

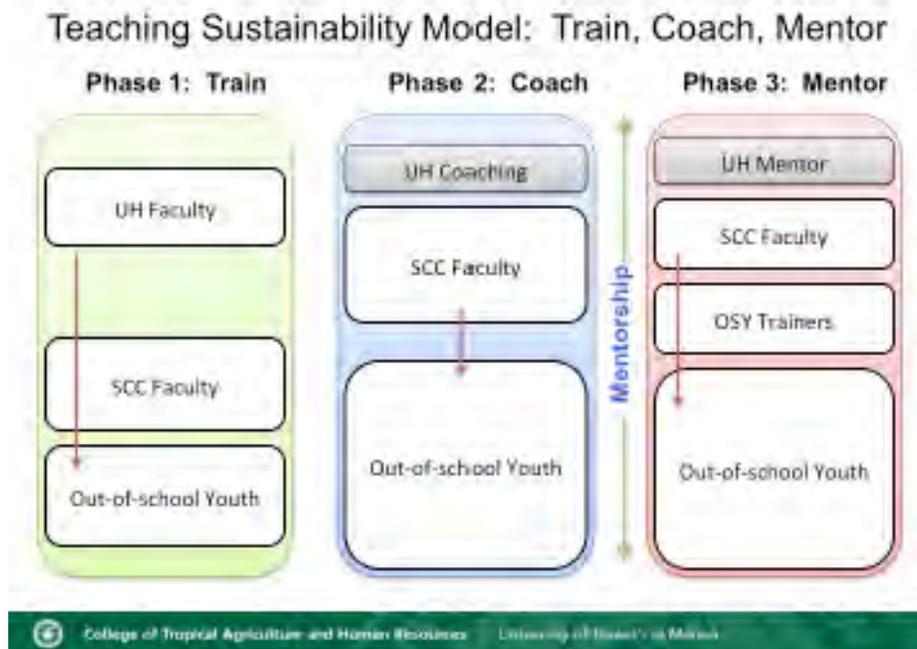
**Objective 4: Enhance SCC's capacity for training and workshop delivery**

**Outcome 4.1: Increased knowledge & skills among faculty, OSY and community members in agricultural entrepreneurship/farmland management**

- **Output 4.1.1: SCC faculty members and extension program staff trained to be trainers**
- **Output 4.1.2: Out-of-school youth trained**
- **Output 4.1.3: Community members complete workshops and field-based training**

Partners consistently engaged in a number of activities which contributed to achieving the partnership’s objectives relating to enhancing SCC’s capacity for training and workshop delivery. As mentioned above, eleven SCC faculty members and extension program stakeholders were trained to be trainers, using the partnership ‘train, coach, mentor’ model (see Figure 3). Prior to the UPLOAD JOBS partnership, SCC faculty and staff had never formally trained OSY and non-OSY on the selected agri-entrepreneurship training course content. Each training module was therefore designed to have a ‘primary’ and ‘secondary’ facilitator and/or trainer.

*Figure 3: UPLOAD JOBS Teaching Sustainability Model*



A key partnership unintended result that arose and subsequently impacted SCC faculty and OSY was the eventual reach of these stakeholders beyond the borders of Mindanao. Through the numerous opportunities that the SCC faculty had to engage with staff and faculty at UH, the capacity built was not limited to just positively impacting their campus or extension activities in the immediate region.

In late 2014, partners attended University of Philippines Los Baños GAME Conference. SCC stakeholders presented key research findings of studies to improve agricultural added-value market information in Central Mindanao. In early 2015, UPLOAD JOBS hosted an international conference in Manila entitled “Enabling Agri-Entrepreneurship and Innovations in Conflict Regions.” This partnership hosted international workshop aimed to bring together professionals, scholars, government officials, private sector representatives, and development practitioners to present research and propose innovative strategies to enhance and inform small-scale agri-entrepreneurship and agricultural business in conflict areas, particularly in Asia.

As is the case in Mindanao, areas of political or social conflict face shocks that impact the ability of communities and individuals to cope, hindering them from building healthy business ventures that contribute to a local economy. Building and maintaining livelihoods through entrepreneurship and farming pose real challenges to farmers and businesses in conflict zones due to the daily risks of operating in such an environment. To further analyze these pressing issues, the UPLOAD JOBS partners hosted the international conference which included a series of global presentations that used empirical evidence to answer the question – What makes a better agri-entrepreneurship enabling program in a conflict region or transition economy?

Partners emphasized presenting international examples of local issues, acknowledging the value in learning from global experiences. During the workshop discussions, attendees took note of insights that contribute to impactful programs that enable agri-entrepreneurship. The workshop attendees were asked to document – “What works? What doesn’t work? What can I apply to my business?” Deeper discussions were also held on whether being in a conflict region actually impacts entrepreneurship, and how might entrepreneurship programs be improved to fit better within specific contexts. Workshop presentations included presenters from across the globe, including Albania, Nepal, Mindanao, and the Pacific Islands.

In June 2015, two SCC stakeholders traveled from the Philippines to the United States to participate and present in a conference with three stakeholders from UH. The conference was held by the International Food and Agribusiness Management Association in Minneapolis, Minnesota, and in part focused on the development of a “flow of talent in the food and agribusiness sector,” which is an area of great relevance to the activities carried out during the partnership. This opportunity for SCC stakeholders to present rare insight into their region was invaluable not only for boosting self-confidence in their professional and academic capabilities, but also for providing an international stage with which the project’s successes could be disseminated.

Similarly, some of the OSY who participated in the project were able to, many for the first time, travel beyond Mindanao to the Philippines' capital city of Manila to share their experiences and examples of their products with project leaders and important external guests. The visits to Manila were also a mechanism for the OSY to make purchases that would contribute to the development of their micro enterprises, often at a price more affordable than what can be purchased in Mindanao. During the HED external evaluation, it emerged that the OSY viewed the visits to Manila as a way to change the negative perceptions that exist about people who come from Mindanao, a further result that illustrates how the amplification of benefits were not contained in the region.

The building of self-confidence among the OSY, though not a target of the partnership intervention, was noted as an outcome of their training participation, even when the businesses they started were not successful in the long run. In some ways, the belief that they were capable of learning agri-entrepreneurial skills was even more important than the ability to sustain that business over time.

## **LEVERAGING RESOURCES**

Without local and national government involvement, especially private businesses providing in-kind support (including staff and resources for UPLOAD JOBS trainings and workshops), the partnership would not have been as successful. Throughout implementation, UPLOAD JOBS was able to forge strategic alliances and leverage resources with various organizations and entities to ultimately achieve partnership objectives and deliverables.

### **Municipality partnerships**

#### *Esperanza Municipality Council & Department of Education*

The Esperanza Municipality council and Department of Education played a pivotal role in spearheading cohort 3 initiatives. Eleven members from the Esperanza Municipality Council attended the first annual colloquium to learn more about UPLOAD JOBS and explore opportunities to bring the program to OSY within their municipality. In preparation for Cohort 3, the municipality officials organized OSY from various villages to take the training screening survey and later provided transportation for 50 OSY to the training location in Lake Sebu. The municipality sent four teachers from their department of education to the training as agri-entrepreneurship trainers, all of whom assisted with monitoring and evaluation of OSY within their respective municipalities.

### **Nongovernmental Organization partnerships**

#### *Agricultural Cooperative Development International (ACDI)/ Volunteers in Overseas Cooperative Assistance (VOCA)*

Two volunteers from ACDI/VOCA, with experience in organizational development, financial management, small business management, and agri-entrepreneurship, provided

their time and expertise to support CAFE and select OSY businesses. Ms. Diana Lilla, a strategic planning expert with over 21 years of experience in training and developing agriculture cooperatives, assisted with CAFE organizational development, fundraising, networking, financial management, and service development. Her goal was to assist CAFE In-Charge, Ms. Jovelyn Bantilan, in developing a sustainable roadmap for CAFE after partnership activities end. Mr. Bryce Malsbary, who has a professional background in agri-business and international development, assisted with OSY business development to improve marketing strategies, financial management, networks, and supply chains. In addition, he developed and facilitated a Sales Module in March 2015 to equip the OSY businesses with additional targeted skills.

### **Public-Private partnerships**

#### *Philippine Technical Skills and Development Authority (TESDA)*

Synergies with TESDA continue to advance regarding further recognition of the agri-entrepreneurship training and certificate program in Mindanao. Partners have submitted the training modules to TESDA's national board for review and approval. Once approved, future training modules will be TESDA certified. TESDA Region 12 has expressed an interest in securing input from UPLOAD JOBS partners regarding the development of a national agri-entrepreneurship certificate, modeled on SCC's current offering. If developed, a national certificate offering would enable SCC to become a nationally-recognized certifying center with SCC trainers also recognized as national trainers.

#### *Philippine National Department of Trade and Industry (DTI)*

In an effort to mobilize the government to work with SCC to promote entrepreneurship and enhance rural workforce development, skills and opportunities for OSY, UPLOAD JOBS partners collaborated closely with DTI. DTI gave a short-term course at SCC on food product development and packaging for OSY businesses focusing on producing and selling food items. CAFE worked with DTI on a proposal to create a DTI Common Service Facility center that will bring food processing equipment to SCC, making it an official food-processing site. Prospects for this center are promising as SCC will be able to make products certified by the Bureau of Food and Drugs. DTI was able to donate equipment to SCC's research center enabling OSY to access additional materials and equipment to further improve the production speed and quality of their business products.

### **Private-Sector partnerships**

#### *Ms. Neri of Manna's Alternatives*

Ms. Neri participated in the 2014 annual colloquium and offered to mentor OSY through on-the-job training. Ms. Neri signed a formal memorandum of understanding with the partnership acknowledging her recent collaborations as it relates to the on-the-job training with Manna's Alternatives. In addition, Ms. Neri has offered to sell OSY

products (banana chips, home-made ice cream and camote chips) in her establishment in order to further support OSY businesses.

## **LESSONS LEARNED AND PROMISING PRACTICES**

A higher education partnership such as UPLOAD JOBS had a short duration, only 3 years in total. As such, it is often challenging to capture impacts in the short-term, especially when significant implementation delays were encountered due to ongoing security challenges throughout Mindanao. Therefore, it is vital to synthesize lessons learned and promising practices to generate knowledge about how higher education partnerships can contribute to the future promotion of entrepreneurship and workforce skills development among OSY in Mindanao.

### *Age Range of Out-of-school Youth*

Many of the OSY involved in the partnership agri-entrepreneurship training program eventually lacked the sustaining interest (typical of their age range) to continue to make their business enterprises grow. Most were interested in returning to school once they earned enough income, even if the income would only sustain studies for a semester.

For entrepreneurial training programs that truly want to produce successful, sustainable businesses, extending the age range to include older OSY could prove to be more effective. Older OSY tend to be more mature and dedicated to achieving prosperity in their business ventures. This more seasoned outlook could contribute to younger OSY building greater self-confidence to eventually sustain through the business start-up phase.

### *Few Trainers Actively Involved with Trainings*

Initially, the partnership involved a large number of teachers to train OSY but as implementation progressed, the number of teachers participating drastically decreased due to ongoing security challenges in Mindanao and lack of SCC administration support. Eventually, only a handful of trainers were left to manage the training activities but they were subsequently trained by renowned experts in the field of entrepreneurship.

In order to increase faculty participation mid-course, partners held a mini-grant call for proposal which enabled recipients to engage in market research studies using conjoint choice analysis. As a result of this alternative plan, partners were able to gain the participation of four additional SCC faculty members. Additionally, every time partners hosted a colloquium they invited faculty from the SCC Colleges of Business and Agriculture to join planning committees and increase involvement. In the end, however, additional support from SCC would have led to a better utilization of the partnership's capacity building opportunities.

### *Partnership Design*

In terms of partnership design, it became evident throughout implementation that there is a need to move beyond the original OSY target groups, both in terms of the regions targeted and the participants being served. Several stakeholders suggested moving beyond strictly conflict communities and broadly focusing on rural communities from other regions. While serving conflict regions was a core expectation of the partnership, there is evidence to suggest that broadening participation by including non-conflict regions would be beneficial to the sustainability of the program. Beyond broadening participation to include more women and rural communities, serving conflict regions exclusively created inconsistencies in the participant demographics. This lack of diversity in terms of representative participation is resolved only through considerable effort and resources (Fellner, T. & Zelezny-Green, R., 2015).

For OSY, the potential of CAFE was mitigated by its inaccessibility. Distance from OSY and cost involved in traveling to the center are all factors which adversely affect its use as a training, community, and distribution (both information and products) center. For SCC faculty, there is both optimism and skepticism towards CAFE and its potential role as a hub of program activity. To ensure future CAFE sustainability and income generation, ACDI/VOCA recommendations mirror sentiments expressed from SCC faculty regarding a “pay what you can” fee structure in lieu of the current arrangement. As such, future OSY participating in center offerings would be more committed to completing entire programs given their own personal financial investment. Based on the ACDI/VOCA strategic consulting findings, CAFE will develop a roadmap for its own future organizational sustainability and income generation.

### *Peace and Order in Mindanao*

Mindanao experienced perennial security challenges throughout implementation, especially when political issues ignited new armed group unrest and clashes. Since SCC is located in the middle of this fluid and uncertain situation, implementation and subsequent OSY monitoring was severely affected. With Mindanao under a constant travel warning by the U.S. Department of State, many U.S. based faculty were advised against or did not travel to Mindanao to conduct capacity building activities and trainings. Several HED and USAID visits were also cancelled due to the insecurity. Lack of safety directly hindered the partnership’s ability to monitor and keep in contact with the OSY that were not trained to assess whether UPLOAD JOBS interventions had made a difference.

SCC eventually coordinated with local authorities and barangay officials who were constantly monitoring the security situation of critical areas and routes. Instead of holding training activities at SCC, the partners implemented activities in safer locales such as Davao City, Lake Sebu, and Manila. However, these alternate sites added significantly to the cost per trainee for each activity and in the end, fewer OSY were able to participate.

### *SCC Administrative Support of Partnership Activities*

Varied reactions were exhibited by SCC administration towards the different OSY activities launched during the partnership. Since academic faculty and teachers were involved in the agri-entrepreneurship training, securing permission to allow their participation in trainings was consistently a challenge as it directly impacted their teaching schedules. Similar issues were experienced when the trainers were sent to attend trainings and conferences. Participation in UPLOAD JOBS, whether it be through professional development opportunities, market research opportunities, or conference attendance, was rarely perceived as an opportunity to improve SCC human and institutional capacity. Lack of administrative support may have restricted partnership trainers to participate more frequently in the project and made it more difficult to secure the participation of new trainers.

In response, UPLOAD JOBS leadership held ongoing meetings and negotiated with SCC administration to open up more opportunities for faculty participation. Continued involvement with SCC leadership, such as negotiations regarding course make up schedules is required going forward. Including administration in the project's decision-making process from the beginning of the partnership could have improved overall partnership acceptance and integration with university administration.

### **SUSTAINABILITY**

UPLOAD JOBS partners have expressed gratitude for the financial, administrative, and networking support that has been provided from USAID/Philippines and ACE/HED during the entire period of performance. Partners see the period of June 2012 – June 2015 as the first phase of what will hopefully be a much longer collaborative effort of universities and other partners to promote entrepreneurship and workforce skills development among out-of-school youth in Mindanao. The UPLOAD JOBS partnership has evolved into a mutually professional supportive partnership between UH and SCC and in the near term, partners have already solidified sustainable collaborative efforts in a numbers of areas (e.g. research collaboration, joint grant proposals and co-training).

There appears to be consensus among partnership stakeholders that the professional and personal relationships developed between UH and SCC faculty and staff will be the project component that lasts the longest. The exchange that took place through UPLOAD JOBS was not only a source of capacity building through trainings and opportunities to disseminate the partnership activities beyond the Philippines border but also an opportunity for invaluable friendships to be developed. UPLOAD JOBS will endure because there is willingness on the part of UH to continue sharing valuable learning that SCC can then adapt and apply in their own context to meet needs beyond those identified during the partnership. Conversely, SCC staff and faculty will also provide UH with further insight into agri-entrepreneurship from the Filipino perspective, which is helpful given how little literature has been written in this area to date.

Moving forward, CAFE will play a vital role in facilitating the ongoing efforts of the UPLOAD JOBS partnership. The greater inclusion from the immediate community in Mindanao (women, housekeepers, interested parties drawn from the local community) should be balanced with greater resources made available for existing OSY to participate in CAFE (funding for transportation, dedicated events to showcase their products, further training) in order for sustainability to be achieved. That said, there is divide as to how CAFE is positioned in the different stakeholder groups.

The hope that CAFE will facilitate the possible expansion of the partnership bodes well for the sustainability of UPLOAD JOBS; if representation can be expanded across rural communities both in conflict and conflict-free zones, extended to greater concentrations of women and other religions, then there is evidence to suggest that this will lead to greater buy-in for the partnership, and subsequently greater sustainability for UPLOAD JOBS overall.

To effectively generate sustainability in terms of continued OSY participation, there is a need to develop capacity for understanding resiliency. Throughout implementation, there is evidence that identifies instances of OSY dropping out of the partnership offerings, or, conversely, benefiting from increased attention and communication from SCC faculty. Before or in parallel to efforts at broadening participation to include greater representation across the region, it is critical to identify the factors contributing to OSY resiliency in completing the partnership offerings. By identifying these factors (motivation, perceived relevance of the training, etc.) clear opportunities for increased sustainability become apparent.

## **CONCLUSIONS**

Overall, partnership leadership, both on behalf of UH and SCC, were pivotal factors in the overall efficiency, effectiveness, and relevance of the UPLOAD JOBS partnership. The leadership of Dr. Catherine Chan and Dr. Elma Neyra not only impacted the quality and productivity of each institutional team, but also influenced and facilitated the collaboration among the teams as a partnership-based unit as well as with external stakeholders. Academic leadership and credentials in rural workforce development and agricultural entrepreneurship also brought the appropriate level of technical expertise to UPLOAD JOBS, allowing for flexibility and nimbleness in regional adaptations pertinent to agribusiness start-ups.

The UPLOAD JOBS partnership was driven by a results-based management system, paired with an authentic interest in developing collaborative and responsive relationships among partners. The results-based management process alone would not have resulted in efficient program implementation without the quality of the leadership and relationships contributing to the partnership's ability to make relevant and timely decisions. However, despite the emphasis on the results-based management process, the timeliness of partnership activities were impacted by ongoing security concerns in Mindanao, in addition to the constraints placed on the scheduling of activities to weekends and vacations due to the availability of SCC faculty as UPLOAD JOBS trainers.

Ongoing security challenges on the island of Mindanao and in Cotabato Province forced the partners to be increasingly flexible in approaching partnership activities. As a result, partners had to relocate specific workshops and other activities from Cotabato to alternate areas of Mindanao and even Manila. This approach allowed the partnership to stay relatively on course and ensured greater partnership fidelity and implementation consistent with original intent and design.

The agri-entrepreneurship curriculum initially developed by UH drew its strength from the similarities between the crops grown in Hawaii and made links to the crops that can be cultivated in Mindanao. The hands-on nature of the content delivery for the initial OSY cohort, which was led by UH, placed emphasis on working with local agricultural producers and businesses as a mechanism for OSY capacity building. Once UH passed the training responsibilities to SCC, further changes for the purpose of deeper content contextualization to ultimately benefit the OSY were successfully made.

Despite various partnership adaptations and adjustments, the implementation of UPLOAD JOBS was as faithful as possible to the original program design. Given the strong level of adherence to the partnership design by UPLOAD JOBS implementers, the targets that were achieved (related to human and institutional capacity building of SCC faculty and staff and the skills development in OSY for agri-entrepreneurship) can be traced back to the processes that had been developed with achievement of these goals in mind.

Commitment of the trainers from SCC, who often went beyond the partnership requirements to support the OSY out of normal business hours, was another component of the effectiveness of the program implementation that enabled positive outcomes. The solid foundational structure of partnership implementation which framed UPLOAD JOBS was helpful in respect to the project's ability to withstand the inevitable shocks that arose when conflict disrupted travel in Mindanao or when there was a need to manage situations where there appeared to be deviations from established partnership protocol.

Through developing an entrepreneurial component to their educational offerings, SCC was able to cultivate a mechanism by which they could help improve livelihoods and incomes among OSY by delivering targeted instruction. OSY in turn experienced a positive shift in their self-confidence from being selected to participate in UPLOAD JOBS, receiving the opportunity to establish a business that might be able to help them support themselves, as well as being able to conduct market research, something most adults where they live are unable to do.

The intended results of UPLOAD JOBS, namely human capacity building of faculty and staff at SCC and the upskilling of OSY in agri-entrepreneurship, illustrated partnership success against target outcomes which included the mobilization of government, NGO and private sectors to work with SCC to promote entrepreneurship and enhance rural workforce development, skills and opportunities for OSY. This achievement of results was directly influenced by the manner in which the intervention was implemented: by following the original partnership design, UH and SCC increased the possibility that the

desired outcomes would be realized since the roadmap was grounded in a results-based framework.

## **REFERENCES**

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## **APPENDIX**

Appendix A. HED Job Opportunities for Business Scale-Up (JOBS) for Mindanao RFA

Appendix B. HED UPLOAD JOBS External Evaluation Report

Appendix C. UPLOAD JOBS FY' 15 Partnership Data Tables

Appendix D: University of Hawaii UPLOAD JOBS Final Partnership Report

Appendix E: University of Hawaii UPLOAD JOBS Final Partnership Report Appendices



[HED](#) < [Funding Opportunities](#) < [RFA](#) < [RFA Archive](#) < [Job Opportunities for Business Scale-Up \(JOBS\) for Mindanao](#)

*HED has launched a new RFA application tool as part of its redesigned web presence. Because this RFA for Mindanao JOBS was announced before the online tool was introduced, the "Apply Now" feature is not available for this RFA.*

*Applicants should follow the original submission criteria as specified in Sections IV and VI below.*

**FAQ updated February 28, 2012**

#### REQUEST FOR APPLICATIONS

## Philippines: Job Opportunities for Business Scale-Up (JOBS) for Mindanao 2011

### BEFORE YOU APPLY

[Read the FAQ](#) at the bottom of this page  
[Download the Required Documents](#)

Deadline: February 29, 2012

**Date Issued:** November 17, 2011

**Award Amount:** \$1,071,500

### Abstract

Higher Education for Development (HED), in cooperation with the United States Agency for International Development (USAID)/Philippines, is issuing a request for applications (RFA) for the Job Opportunities for Business Scale-Up (JOBS) Mindanao, (JOBS for Mindanao).

HED expects to make one (1) award of up to \$1,071,500 for three (3) years for a higher education partnership between a higher education institution(s) in the United States and Southern Christian College (SCC) in Mindanao, Philippines. The purpose of the partnership will be to strengthen the capacity of SCC to develop the job skills and improve the livelihoods of rural, out-of-school youth (OSY) in Mindanao. More specifically, the partnership will provide OSY with opportunities to gain agricultural technical knowledge and skills that support agricultural entrepreneurship.

### Required Documents

[Print Selection](#)

- [Philippines JOBS 2011 Title Page \(docx,doc,pdf,rtf\)](#)
- [Table of Contents \(docx,doc,pdf,rtf\)](#)
- [Abstract \(docx,doc,pdf,rtf\)](#)
- [Narrative \(docx,doc,pdf,rtf\)](#)
- [M&E Template \(xlsx,xls,pdf\)](#)
- [RFA Subaward Budget Template \(3 Years\) \(xlsx,xls,pdf\)](#)
- [Budget Narrative \(docx,doc,pdf,rtf\)](#)
- [Resume\(s\) \(docx,doc,pdf,rtf\)](#)
- [Signed Letters of Support \(docx,doc,pdf,rtf\)](#)
- [Signed Verification of Costs \(docx,doc,pdf,rtf\)](#)
- [Negotiated Indirect Cost Rate \(NICRA\) statement for the U.S. Institution \(docx,doc,pdf,rtf\)](#)

### I. Background

#### A. Higher Education for Development and the U.S. Agency for International Development (USAID)

Higher Education for Development (HED) mobilizes the expertise and resources of the higher education community to address global development challenges. HED manages a competitive awards process to access expertise within the higher education community. HED operates with the advice and counsel of six higher education presidential associations: the American Council on Education (ACE), the American Association of Community Colleges (AACC), the American Association of State Colleges and Universities (AASCU), the Association of American Universities (AAU), the Association of Public and Land-grant Universities (APLU), and the National Association of Independent Colleges and Universities (NAICU).

HED receives funding from USAID's Bureau for Economic Growth, Agriculture and Trade, Office of Education (EGAT/ED), USAID's functional and regional Bureaus and worldwide Missions and the U.S. Department of State to support higher education partnerships to advance global development, economic growth, good governance, and healthy societies. These partnerships provide training, applied research, program evaluation, policy analysis, and program implementation, which are critical to furthering the U.S. government's foreign assistance goals.

- For more information on Higher Education for Development, please visit: [www.hedprogram.org](http://www.hedprogram.org).
- For information on USAID and its role in economic and humanitarian assistance worldwide over the past 50 years, please visit [www.usaid.gov](http://www.usaid.gov) and <http://philippines.usaid.gov>.

**B. Job Opportunities for Business Scale-Up (JOBS) for Mindanao**

Current national education statistics for the Philippines indicate that only seven out of 100 primary school enrollees in rural areas complete a college education. Only about 60 percent of youth attend secondary school. This age group comprises almost 20 million, or 22 percent of the population and has the highest rate of unemployment. With an increasingly demanding labor market, many young people do not receive the opportunity to acquire the knowledge, skills, and attitudes needed to gain meaningful employment, particularly in rural areas. This results in lost opportunities for both the individual and the communities in which they live. Investing in youth (ages 15-24) can help break cycles of poverty and inequality.

In the conflict-affected areas in Mindanao (CAAM), there are as many out-of-school children and youth (OSCY) as there are in-school children and youth. Without appropriate skills, OSCY, as unemployed drop-outs, become easy targets for recruitment into counterproductive activities, particularly in CAAM. Currently, Mindanao's underemployment rate is 25 percent-one of the highest in the country. The dearth of relevant training courses specifically targeted for out-of-school youth (OSY) only compounds the problem.

In response to this problem, JOBS for Mindanao seeks to provide OSY with workforce skills that will help them become productive members of society. Taking into account the current migration of OSY to urban centers to seek informal employment opportunities (such as selling newspapers, selling street food, etc.), JOBS for Mindanao seeks to facilitate opportunities to help these motivated OSY make a better life for themselves in their own local communities. Youth that remain in rural areas are employed primarily in agriculture-related work, but they are underpaid. JOBS for Mindanao will focus not on the service sector, but on rural areas where agricultural practice (including aquaculture) abound. OSY will be provided with workforce skills that can be integrated into local agriculture-based forward and backward linkages.

Many rural OSY have developed agricultural and rural sector skills through either formal or nonformal education programs. JOBS for Mindanao will build on these pre-existing skills by integrating entrepreneurial capacities needed to help OSY improve their livelihoods and increase their incomes. It is expected that the OSY involved in activities undertaken as part of JOBS for Mindanao also will have a range of formal education levels; however, the general profile of these OSY will be that of a small-scale, private rural agricultural worker with some primary level education, possibly with some formal technical training (e.g., such as that provided by the Philippines Technical Education and Skills Development Authority, or TESDA) and/or some agricultural skills learned through traditional agricultural practice. JOBS for Mindanao will develop both entrepreneurial skills and agricultural technical knowledge of these OSY and will enable them to start-up their own community-based agricultural enterprises or jumpstart existing ones.

**C. Relationship to USAID Strategy**

USAID's Education Strategy is premised on the development hypothesis that education is both foundational to human development and critically linked to broad-based economic growth. Through human and institutional capacity building of higher education institutions abroad, HED partnerships help USAID implement its Education Strategy. The 2011-2015 Education Strategy outlines three goals with which all education development projects funded by USAID must align. Projects that HED manages, including JOBS for Mindanao, contribute to Goal 2 of this strategy – improved ability of tertiary and workforce development programs to generate workforce skills relevant to a country's development goals. JOBS for Mindanao will contribute directly to this goal by strengthening the capacity of SCC to provide OSY with workforce skills to contribute to the economic development of their communities.

**II. Partnership Description**

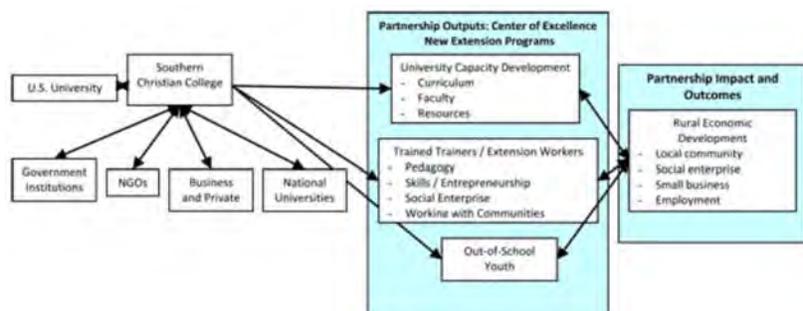
**A. Goals and Objectives**

The goals of JOBS for Mindanao higher education partnership for workforce development are two-fold:

- Increased institutional capacity of the Southern Christian College (SCC) in rural workforce development through extension programs in agricultural entrepreneurship.
- Improved livelihood and increased incomes for rural out-of-school youth through training in workforce development and deployment of entrepreneurial agriculture extension services.

To achieve these goals, one higher education partnership between SCC and a U.S. higher education institution will be awarded with the following objectives.

- Objective 1: Develop an entrepreneurial component to SCC's community extension program targeted at improving livelihoods and incomes among OSY and micro and small-scale rural agricultural workers.
- Objective 2: Mobilize government, non-government and private sectors to work with SCC to promote entrepreneurship and enhance rural workforce development skills and opportunities for OSY.
- Objective 3: Develop a Center of Excellence at SCC that uses the latest pedagogy in producing expert local trainers in delivering entrepreneurial agriculture training for OSY.



**C. Expected Outcomes and Outputs**

It is expected that the selected U.S. higher education institution(s) and SCC through JOBS for Mindanao will collaborate on activities to produce the following outcomes and

outputs. This is not an exhaustive list and applicants are encouraged to consider additional, relevant outcomes and outputs that align with the partnership's purpose and objectives.

- a. Develop new pedagogical approaches for teaching OSY with a special focus on entrepreneurship at SCC. These new pedagogical approaches will have three specific beneficiaries:
    - a. SCC staff and faculty involved in rural workforce development related activities,
    - b. Out-of-school youth, and
    - c. Trainers who received training as a result of the partnership with the intent of using it in their own communities.
  - b. Develop new curriculum for OSY with a special focus on entrepreneurship at SCC. These new curriculum will be based on the development and agricultural needs of rural communities in Mindanao and will be designed to reflect the varying needs of different audiences. Among the different audiences are individuals with post-secondary education and skills training provided by TESDA, college dropouts who want more skills training, individuals with some primary or secondary level education and who are already in the industrial or agricultural labor workforce. Applicants should note that JOBS for Mindanao is not envisioned to be a training program that attempts to be inclusive of all OSY; it will target OSY who already have some technical skills, prior experience, certification or education and are ready to acquire new entrepreneurial skills.
  - c. Produce a series of new short courses or modules (not degree programs) to deliver instructional content to OSY through SCC's existing extension programs. Through JOBS for Mindanao, the higher education partners will identify new outreach and extension activities/programs. New extension and outreach activities/programs should complement what rural workers are currently doing, and not be in direct competition with the rural workers current livelihood activities. Such activities/programs could be, for example, a single or multiple month course, a two-year sequence of short classes taught in the community, or farmer field schools/agricultural field day demonstrations. Project partners should identify a limited and strategic number of commodities and/or activities on which to focus in order to have the highest potential of rural development impact (e.g., teaching new processing techniques that are relevant across commodities or structuring classes around a single commodity, like the banana, that might have the greatest opportunity for increased value-added projects along the single commodity value chain). Thus, activities will focus on a few strategic areas rather than be spread across too many. Such courses will be delivered through university extension programs, as well as NGOs, and other related community organizations and government agencies.
  - d. Support community-led strategies to develop capacity for OSY who are rural agricultural workers, to implement value-added opportunities in processing crops, to apply science and technology to improve agricultural production, and to implement processes to increase efficiency and revenue. Training rural workers in topics such as crop rotation, nutrient management, pest control, post-harvest handling and storage methods, and processing techniques will help rural workers enhance their skills and become more competitive in the market. A key theme among such trainings will be emphasizing opportunities to optimize profit potential through improved production and processing processes, thereby developing the capacity of the agricultural workers to become more entrepreneurial.
  - e. Develop and implement extension program for SCC that institutionalizes entrepreneurial and agricultural skills training for OSY, as well as the professional development of trainers/extension educators to work with OSY. To support the long-term prospects and sustain the investment in the JOBS for Mindanao partnership, partner institutions should collaborate to institutionalize entrepreneurial and agricultural skills training for OSY into the SCC extension system. Such activity might include creating a new extension strategic plan and organizational activity plan.
- E. About Southern Christian College (SCC)

Southern Christian College (SCC), located in Midsayap, North Cotabato, will be the Philippine higher education partner for JOBS for Mindanao. SCC has in place a rural development skills training program. The partnership will help develop new strategies for reaching and training OSY in their communities. Possible components are curricula focused on agriculture/aquaculture entrepreneurship, welding for farm implements or small-engine repair for tractors. SCC's extension program will be enhanced to promote rural development through new education and community service programs. JOBS for Mindanao will help SCC establish an entrepreneurial component to their extension program that weaves technical skills with entrepreneurial capacity (this is one of the goals of the partnership), it should have strong business management and entrepreneurial business management skills currently in their curricula somewhere possibly combining and upgrading existing agriculture and business programs into a hybrid agribusiness program designed specifically to improve practices and increase opportunities of rural OSY.

SCC's capacity to conduct research to develop value-added skills appropriate to the target region should be bolstered as a result of the partnership. Research expertise and activities should focus on rural and community agricultural value-added methodologies and processing capabilities and potential as well as on institutional development for SCC. Careful consideration should also be given to varying ways of involving industry. The partnership might consider possibilities related to business incubation or micro-finance.

SCC, established in October 1948, has been at the forefront of rural development in the region and continues to be the premier community-serving university and a catalyst for change in the area. The school is recognized for its contributions in both peace and development work in Mindanao. SCC advocates enhancing rural peoples' participation and capacity and the building up of social capital and community enterprises to propel peace and economic development.

SCC curricular offerings are recognized by the CHED, TESDA, DEPED and the Association of Christian Schools, Colleges and Universities-Accrediting Agency, Inc. (ACSCU-AAI). These include curricular programs that strongly support rural workforce development, i.e., Bachelor of Science in Extension Education, Bachelor of Science in Community Development, Bachelor of Agricultural Technology, Bachelor of Science in Entrepreneurship. The strengths of the above programs are on community education/non-formal education, organizing and organizational development, project development and management, on-field research and technology transfer, livelihood training of various rural sectors, development of rural social capital and social enterprise and organizing community enterprise.

The institutional support to the above academic programs is coming from the six proficient units of the Community Education, Research and Extension Administration (CEREA). The Farms and Learning Resource Department, the Community Education and Extension Department, the Community Research and Documentation Department, the Center for Media and the Arts, the Institute for Peace and Development Studies, and the Auxiliary unit, the SCC Saranay Feed Mill, offer their programs to be training and laboratory units of different learners.

SCC CEREA units provide the needed resources (personnel, space, equipments, and technology) and meaningful experiences to the students and other learning groups like farmers, women and youth for rural development. CEREA supports the community education, service-learning, and extension services of all the academic units which are afforded to their partner communities. CEREA division actualizes the school motto "Transforming Education. Transforming Community." Through the above strategies for rural development, the forward-backward linkage between the school and the community has been heightened.

SCC has also partnered with government, local and international organizations in their rural development work. SCC is also a USAID partner under GEM's JEEP Program.

SCC is geographically located to strategically respond to the development needs of central Mindanao, including the Autonomous Region in Muslim Mindanao. Located at the heart of largely rural and agricultural Central Mindanao, its services can be accessed by five nearby provinces, Cotabato, Maguindanao, Sultan Kudarat, Lanao del Sur, and Bukidnon. Its immediate community partners are within the clustered municipalities of the 1st District of Cotabato province comprising the municipalities of Pigcawayan, Pikit, Alamada, Libungan, Midsayap, Alesan, and Banasilan (PPALMA). The Indigenous group of Carmen in the 2nd District of Cotabato is among SCC's partner in rural development. SCC also affords its Sustainable Ecological Agriculture Program to Lebak, Palimbang, and Kalamansig of Sultan Kudarat Province and Surala in South Cotabato.

SCC's work on peace and development reached the four municipalities of Agusan del Sur, Lapaz, Loreto, San Luis and Talacogon. Visit the [SCC website](#) to learn more about the institution.

### III. Eligibility

To support the USAID Education Strategy, Goal 2 to improve the ability of tertiary and workforce development programs to generate workforce skills relevant to a country's development goals, HED engages U.S. higher education institutions (including universities, colleges, and community colleges) as core international development partners. Funding for partnership activities is obligated in a fair, transparent, and open manner through the U.S. higher education institution(s) to the overseas partner(s) in the form of program investments that will develop and leverage the capacity of the target institutions to meet the human and institutional capacity needs of their country.

HED will only consider applications from regionally accredited, degree-granting, U.S. higher education institutions (two- and four-year colleges and universities). U.S. colleges and universities may apply individually, or in partnership with other institutions. Consortia applications are welcomed, but applications are required to come from one lead U.S. higher education institution. HED can only negotiate an award agreement with the lead U.S. higher education institution named in the application. However, an applicant's budget should demonstrate that award funds will be managed by the applicant and overseas partners that are qualified higher education institutions. HED encourages applications from or with the participation of minority-serving institutions.

### IV. Application Content

#### A. Partnership Design, Management, and Monitoring and Evaluation (M&E) Plans

Effectively articulating a theory of change and anticipated development results is critical for HED partnership success. To ensure results based management and joint accountability and learning, HED partnerships carry out activities under a thoroughly designed Results Framework. These Results Frameworks are designed to contribute both to country development goals and to the [USAID Education Strategy](#).

In their Results Framework and M&E plans, HED partners outline how their partnership strategy will contribute to these goals. More specifically, HED partners incorporate into their M&E plans custom indicators to track progress towards specific project objectives, as well as a set of standard higher education indicators (see the first sheet in the Design, Monitoring and Evaluation Worksheets) to track progress towards USAID Education Strategy, Goal 2. The inclusion of such indicators is a reflection of USAID commitment towards rigorously documenting project effectiveness, which is outlined in the [USAID Evaluation Policy](#).

To demonstrate to the peer review committee that applicants are capable of working within a results-based management framework, applicants should use the [Monitoring and Evaluation Worksheets](#) to develop and submit the following key documents.

- a. **Results Framework (RF)**— Applications must develop a coherent and well-designed partnership strategy and draft a RF using the template provided in the Design, Monitoring and Evaluation Worksheets. The RF should include a hierarchy of objectives (demonstrating clear cause and effect relationships), performance indicators, and an explanation of underlying assumptions of the partnership design. Applicants should incorporate the standard higher education indicators into their RF. Applicants, however, should not be constrained by these indicators and should identify project objectives based on their identification of a project strategy appropriate for the context of the partnership. Therefore, applicants also should include custom indicators for documenting project progress and effectiveness towards these objectives. The Results Framework forms the basis for the development of all M&E related documents and activities.
- b. **Partnership Management Plan (PMP)**—In the PMP, applicants should clearly communicate how and when the partners will collect and analyze performance data through a systematic process. Applicants should complete the PMP template provided in the Design, Monitoring and Evaluation Worksheets by including detailed information about data collection measurement and methodology. The PMP contributes to project monitoring and reflects a results-based project management approach by establishing a process to assure that comparable data is collected on a regular and timely basis.
- c. **Partnership Implementation Plan (PIP)**— Applicants are required to include a detailed listing of proposed partnership activities and an activity implementation schedule. Applicants should utilize the PIP template in the Design, Monitoring and Evaluation Worksheets to define a logical sequence of activities over time that will allow the partnership to progress towards producing desired outputs and achieving corresponding objectives.

In addition, in the Application Narrative applicants should elaborate on the design elements presented in the [M&E Worksheets](#) and should address the following elements:

- d. **Baseline Assessment**—The initial phase of project implementation will include a baseline assessment using the [HED Baseline Assessment Tool](#). Applications should include a brief description of the plan and approach for conducting the baseline assessment, proposed schedule and the use of baseline data to refine partnership strategy and finalize targets.

**NOTE: The HED Baseline Assessment Tool should not be completed as part of this application; it will be completed during the first stage of partnership implementation by the winning applicant in consultation with HED. It is being shared as part of this RFA as a reference tool only.**

- e. **Plan for Utilizing Data for Results Based Partnership Management**—Briefly describe how the partnership will ensure a management process of critical reflection during which planned indicator targets will be compared and analyzed against actual indicator values. Applicants should describe how knowledge gained through monitoring and evaluation will be used for critical decision making and course correction.
- f. **Reporting Strategy**— Strategy that shows how progress and results will be communicated and reported to USAID through HED. Applicants should include a description of project reporting and communication strategy that will ensure timely and accurate reporting of results. Used together, the RF, PMP, and PIP present a partnership design plan that will guide the measurement of achievements of the partnership and facilitate informed project management decisions to ensure that project activities help the partnership contribute to the overall project purpose.

It should be noted that applicants who are awarded partnership funding will be required to conduct a baseline assessment. As a part of the baseline assessment, partners must collect and report data on the indicators identified in their partnership design plan. HED will provide more information to project partners regarding this process during the award negotiation phase, but anticipates that the RF, PMP and PIP will be modified during the award negotiation process and/or as a result of subsequent decisions after baseline data collection has occurred. It is expected that that U.S. higher education institution will work collaboratively with the higher education institutions abroad to refine and finalize the RF, PMP and PIP during the initial implementation phase.

Finally, applicants should allocate appropriate resources (financial and otherwise) for performance monitoring and data collection, including the collection of baseline data on all indicators (standard and customized). Applicants also should include plans and costs for external evaluation.

More information about designing the partnership plan is described below and also can be found in the [M&E Supplemental Guide](#).

### C. Expertise of Key Personnel

Applicants should demonstrate their commitment to effectively manage the partnership and fulfill financial and programmatic compliance requirements. Applications should identify and describe credentials and experience of key personnel responsible for

- a. Technical leadership including subject/regional expertise,
- b. Administrative management including monitoring and evaluation, and
- c. 3. Financial management of the HED Award.

### D. Cost-Effective Budget

Applicants should include a cost-effective budget and budget narrative that supports the proposed partnership and are encouraged to refer to these documents for guidance about creating a partnership budget:

- [General Budget Guidelines](#)
- [Sample Award Budget](#)
- [Sample Budget Narrative](#)
- [Checklist for Partnership Proposal Budgets](#)

Applicants should use the budget form to develop and submit a budget that considers the following elements.

1. **Partnership Activities:** As mentioned above, applicants should allocate appropriate financial resources (for partnership management and data collection, including the collection of baseline data on all indicators (standard and customized). Applicants also should include plans and costs for external evaluation as part of the management of partnership activities.
2. **Cost Share: The minimum suggested total cost share from all U.S. partners is 15 percent of the award amount.** Reported cost share must be auditable. Non-auditable contributions may not be used to meet the minimum, but can be indicated separately and attached to the budget detail form. Applicants should itemize all cost sharing and in-kind contributions. Read more on cost-share guidelines.

Cash and in-kind contributions will be accepted as part of the applicant's cost sharing when such contributions are: (a) verifiable from the applicant's records; (b) not included as contributions for any other federally-assisted program; (c) reasonable for the accomplishment of partnership objectives; and (d) not paid by the federal government under another grant.

In-kind contributions may include, but are not limited to: waivers of tuition and fees for students participating in academic exchanges; donation of library and classroom materials to the partner; ICT infrastructure and Internet Service Provider subscription subsidy for the partner and exchange students; faculty salaries; travel and/or per diem for faculty and administrators to participate in professional exchange and development programs; and indirect costs.

HED is available to answer questions you might have about the budget template, including questions about customizing the template format. Please refer such questions to Adriana Lacerda at [alacerda@acenet.edu](mailto:alacerda@acenet.edu).

### V. Contact Information

Applicants with questions related to this RFA may contact HED Senior Program Specialist Charlie Koo at [ckoo@hedprogram.org](mailto:ckoo@hedprogram.org).

The designated primary contact for **Southern Christian College** (SCC) is Dr. Elma Neyra. Her contact information:

Dr. Elma Neyra  
 Vice President  
 Community Education Research and Extension Administration  
 Southern Christian College  
 Midsayap, North Cotabato  
 Philippines  
 +63 (64) 229 8294 landline phone  
 +63 9177031955 mobile phone  
 Email: [elmamneyra@yahoo.com](mailto:elmamneyra@yahoo.com)

The designated contact for **USAID/Philippines** is Mr. Aivan Leo R. Amit. His contact information:

Aivan Leo R. Amit  
 Project Management Specialist, Office of Education  
 USAID  
 8/F PNB Financial Center  
 Pres. Diosdado Macapagal Boulevard  
 Pasay City, Philippines 1308  
 +63 2 552-9881 phone  
 Email: [aamit@usaid.gov](mailto:aamit@usaid.gov)

### VI. Application Format and Submission

#### A. Application Format

Please provide the contents of the application in the following order:

- a. **Title Page:** Please complete the HED Title Page Form in full and obtain signatures of authorized officials.
- b. Table of Contents
- c. **Abstract:** The abstract should not exceed three typed, double-spaced pages with 12-point font and one-inch margins. The abstract should contain a summary of the

narrative, workplan and budget.

- d. Narrative: The narrative should not exceed 20 typed, double-spaced pages with 12-point font and one-inch margins and should address the review criteria listed in Section VI, Application Review. Narratives should be structured to address the review criteria under these headings:
- i. Partnership Design
  - ii. Partnership Management and Implementation strategy
  - iii. Monitoring and Evaluation
  - iv. Expertise and Institutional Commitment
- e. Appendices: Only complete applications with all requested appendices will be considered. Additional attachments beyond the appendices listed below will not be considered in the review process. Appendices should include:
- i. [Monitoring and Evaluation Worksheets](#), including the Results Framework, Performance Management Plan, and Partnership Implementation Plan.
  - ii. [Budget Form](#) and [Budget Narrative](#). (The content in the attached Budget Narrative is a sample for guidance purposes only.)
  - iii. Résumés of the proposed U.S. and host-country institution personnel, not to exceed two, one-sided pages per person. Clearly identify Key Personnel essential to the successful implementation and completion of the partnership.
  - iv. Signed letters of support from the presidents, chancellors, or other chief executive officers of the cooperating institution(s) in the United States.
  - v. Signed letters of support from appropriate university leaders of the partner institution(s) as well as partnership directors. University leaders from the partner(s) may include deans, rectors, or university presidents.
  - vi. Signed letters of support from key collaborating partners. This may include NGOs and private sector partners.
  - vii. Signed letter from appropriate official at applicant institution verifying that all costs cited conform to established institutional policies and practices.
- f. viii. A copy of the U.S. institution's Negotiated Indirect Cost Rate Agreement (NICRA).

## B. Application Submission

**Applications must be received at HED by 5:00 p.m., Eastern Standard Time (EST), February 29, 2012.**

Applicants should submit the original application plus seven (7) hard copies of the complete application package containing title page, table of contents, abstract, narrative, and appendices. All hard copies of the applications should be presented on loose-leaf paper that is clipped together; no three-ring binders, staples, or plastic bindings should be used. In addition, an electronic copy of the entire application, including the narrative and all appendices, should be submitted on either a USB storage device (also known as a flash drive or thumb drive) or a CD. The electronic copy should be saved and submitted as Microsoft Word and Excel files for PC.

Faxed or electronically transmitted applications will not be accepted. All elements of the application must be received by the deadline. HED recognizes that original, signed cover letters and letters of support from overseas partners may be subject to delays due to factors beyond the applicant's control. Only in these exceptional cases, faxed or scanned copies of the application title page and letters that include all necessary signatures may be submitted in the application, provided signed originals are received at HED within seven (7) calendar days of the deadline.

**Applications should be sent to:**

**JOBS for Mindanao  
Higher Education for Development  
1 Dupont Circle NW, Suite 420  
Washington, DC 20036-1110**

Once an application has been received, there will be no contact with the HED program office until the completion of the peer review process to ensure fairness to all parties concerned.

## VII. Application Review Process

### A. A. Review Criteria

Peer reviewers will use the following criteria to evaluate applications. Reviewers will score each application using the questions and guidance for points that are outlined below. The total points that any application can receive is 100.

#### Partnership Design — 25 points

- Is the partnership design appropriate to the development context of the region?
- Does the partnership design show strong cause and effect relationships between the needs identified in the RFA and the proposed solutions?
- Does the design exhibit feasibility to achieve partnership objectives and produce outputs as described in the RFA and within the given timeframe?
- Does the proposal include a description of how the program will have an impact?
- Does the design reflect sensitivity to inclusion of underserved groups and gender concerns and include feasible strategies to ensure the equitable participation of, and benefits to, underserved groups and women?

#### Partnership Management and Implementation Strategy — 20 points

- Does the application clearly articulate the role of each implementing partner in the partnership implementation?
- Is the partnership implementation plan feasible and clearly communicated?
- Does the implementation strategy clearly address the issue of sustainability?
- Does the implementation strategy recognize and utilize the specific expertise of U.S. and host country institutions?

#### Monitoring and Evaluation — 20 points

- Has the applicant adequately completed the required M&E worksheets?
- Is the proposed M&E plan feasible with concrete, measurable indicators and data collection responsibilities?
- Does the proposed M&E plan include valid and reliable methodology for collecting baseline data and an achievable data collection schedule?

- Is there a good balance of outcome and output level indicators to ensure adequate tracking of the implementation and results?
- Does the proposal articulate a clear plan for results based management and use of M&E data to guide program implementation?

#### Expertise and Institutional Commitment — 20 points

- Is there evidence of communication between the applicant and local institutions in the development of the application?
- Do the individuals responsible for managing the partnership (one or two Key Personnel essential to the successful implementation and completion of the partnership) have appropriate professional credentials and relevant expertise?
- Does the applicant demonstrate knowledge and understanding of the implementing context?
- Is there a strong institutional commitment (i.e., engagement of faculty, students, and administrators) in both the U.S. and host country to collaborate in the design and implementation of activities?

#### Cost-Effective Budget 15 points

- Does the program design demonstrate cost-effectiveness, including a proposal that reflects no less than 15 percent cost share?
- Is there a well balanced distribution of funds and effort between U.S. partner(s) and local partners with clear, transparent rationale for allocation levels that reflect a priority of resources to the local beneficiary institutions and the region overall?
- Does the budget include adequate funding for baseline data collection and ongoing monitoring and assessment activities?

**Total: 100 points**

#### B. Review Process

Applications will be peer-reviewed by expert panelists, which include representatives from higher education, international development, and USAID/Philippines. Awards will be made on the basis of reviewers' recommendations of merit, and final selection by USAID/Philippines. The peer review of applications will take place in **March 2012**.

**Please note** that letters of communication from members of the U.S. Congress in support of an application are discouraged as these may be perceived to bias the peer-review process. Such letters will not be forwarded to peer reviewers.

Notification about awards is expected following the completion of peer review. Upon final announcement of awards, the person named in the application as partnership director may submit a written request for copies of the peer reviewers' scores for the application. No personal reviews will be granted, and no comparative score tabulations will be shared.

### VIII. Terms of the Solicitation

#### A. Cost Share

**The minimum suggested total cost share from all U.S. partners is 15 percent of the award amount.** Reported cost share must be auditable. Non-auditable contributions may not be used to meet the minimum, but can be indicated separately and attached to the budget detail form. Applicants should itemize all cost sharing and in-kind contributions. [Read more on cost-share guidelines.](#)

Cash and in-kind contributions will be accepted as part of the applicant's cost sharing when such contributions are: (a) verifiable from the applicant's records; (b) not included as contributions for any other federally-assisted program; (c) reasonable for the accomplishment of partnership objectives; and (d) not paid by the federal government under another grant.

In-kind contributions may include, but are not limited to: waivers of tuition and fees for students participating in academic exchanges; donation of library and classroom materials to the partner; ICT infrastructure and Internet Service Provider subscription subsidy for the partner and exchange students; faculty salaries; travel and/or per diem for faculty and administrators to participate in professional exchange and development programs; and indirect costs.

#### B. Execution of Awards

Awards will be executed as sub-agreements between the designated U.S. university, college, community college, or consortium, and the American Council on Education (ACE), through the Higher Education for Development (HED) office, under USAID Cooperative Agreement AEG-A-00-05-00007-00. The institution recommended for award will receive a draft version of the sub-agreements to review. The award recipient will be expected to submit a marking plan related to USAID branding as part of the sub-agreement that clearly indicates the support provided by USAID for activities conducted under the award.

Please note that no award or cost share funds may be expended prior to a fully executed (i.e., signed by both parties) sub-agreement between ACE and the designated U.S. institution unless pre-award expenses have been approved as a part of the negotiation of the sub-award. Activities are expected to commence immediately after the sub-agreement is executed.

Award funds will be disbursed to the designated U.S. university, college, community college, or consortium, based on the applicant's implementation of the work plan, stated budget, and submission to HED of financial, tax, and narrative progress reports. It is the designated U.S. institution's responsibility to provide disbursements (reimbursements) for its collaborating partner(s) in accordance with the agreed-upon activity schedule and budget.

#### C. Post Award Briefings

Partnership directors, and/or their designees, are required to participate in two post-award briefings. The first briefing, conducted in a virtual format, will review reporting, monitoring and evaluation requirements. The second briefing via a conference call will address general requirements of the award.

#### D. TrainNet Requirements

To comply with the Department of Homeland Security, U.S. Citizenship and Immigration Services (USCIS), Department of State, and USAID regulations regarding tracking and monitoring of Exchange Visitors, foreign nationals whose costs are paid, fully or partially, directly or indirectly using USAID program funds for training, non-training, and invitational travel, must enter the U.S. on a J-1 visa (non-immigrant Exchange Visitor visa) processed under one of USAID's two program numbers, unless otherwise waived according to the procedure in ADS 252.3. J-2 visa applications for family members are not supported per USAID policy.

USAID expects that all DS-2019 documents (paperwork needed for J visas) and in-country or third country training be processed through the USAID Training, Results and Information Network (TrainNet) system. For more information about TrainNet, go to <http://trainethelp.usaid.gov>.

Institutions may not directly access the Student and Exchange Visitor Information System (SEVIS) to issue DS-2019 documents internally. Information regarding USAID's J-1 visa requirements may be found online at the Participant Training website. Administrators must adhere to the regulations detailed under TrainNet, Visa Compliance System (VCS), the Student Exchange Visitor Information System (SEVIS), and USAID's Automated Directives System (ADS) [252-Visa Compliance for Exchange Visitors](#), and [253-Training for Development](#). U.S. institutions should allow a minimum of four months for the processing of visas when planning activities in the United States.

TrainNet management requires a significant commitment of staff time and applicants are encouraged to consider this when developing the program budget.

#### E. Health and Accident Coverage Insurance

The U.S. institution is responsible for enrolling each participant traveling to the United States or a third country in the institution's Health and Accident Coverage (HAC) insurance program or in other coverage that meets the following requirements:

- (1) Coverage must be at a minimum \$50,000 per illness or accident;
- (2) Repatriation of remains in the amount of \$7,500;
- (3) Expenses associated with the medical evacuation of the exchange visitor to his or her home country in the amount of \$10,000; and
- (4) A deductible not to exceed \$500 per accident or illness.

Any company selected must be underwritten by an insurance corporation having an A.M. Best rating of "A-" or above, an Insurance Solvency International, Ltd. (ISI) rating of "A-i" or above, a Standard & Poor's Claims-paying Ability rating of "A-" or above, a Weiss Research, Inc. rating of B+ or above, or such other rating as the Department of State may from time to time specify. Please refer to 22 CFR § 62.14(a) for the full description of the applicable insurance requirements.

The cost of HAC for participants must be included in the budget. More information on the [USAID HAC program is available online](#).

#### F. Reporting

The awardee will be required to submit to HED the following reports.

- Financial expenditure reports (both grants and cost share) are due at least quarterly with recorded expenditures for the following periods: Jan. 1-March 31, April 1-June 30, July 1-Sept. 30, and Oct. 1-Dec. 31.
- Progress reports for the following reporting periods are due semi-annually: April 1-September 30 and Oct. 1-March 31.
- Financial reports and semi-annual progress reports are due within one-month after the corresponding reporting period closes: Jan. 31, April 30, July 31; and fifteen days after the close of the fourth quarter: Oct. 15.
- Quarterly financial accrual reports are to be submitted within 10 days of the last month of each quarter: Dec. 10, March 10, June 10, and Sept. 10.
- Annual implementation plans and annual budget projections are to be submitted by April 30 of each year.
- A foreign tax report covering the Oct. 1-Sept. 30 period is due every Dec. 31.
- A final narrative report, which includes an assessment of program impact, is due 30 days after the conclusion of program activities.
- Final financial expenditure reports (both grant and cost share) are due no later than 30 days after the sub-agreement closing date.

#### IX. Frequently Asked Questions

*FAQs were updated February 28, 2011.*

**Question: Does the training provided under this contract have to focus specifically on agricultural entrepreneurship? Will participants have access to research institutions/universities?**

**Answer:** Training will largely be focused on agricultural entrepreneurship, but not exclusively. Participants will have access to the resources of Southern Christian College (SCC) and any resources that the lead U.S. partner institution(s) are able to provide.

**Q-2: As I read the RFA, I note that the opening paragraphs speak of the large percentage of the population that does not acquire the knowledge needed to gain meaningful employment in the rural areas of Mindanao. Yet, as I read further, there seems to be less emphasis on empowering youth and greater emphasis on program development. Will a proposal that empowers youth as primary partners in the effort to understand community needs, promote entrepreneurship and enhance workforce development be viewed favorably?**

**A-2:** Applicants are strongly encouraged to refer to the [goals](#), [objectives](#), and [review criteria](#), as described in the RFA sections Partnership Description and Application Review, and write applications that respond directly. Applicants are also encouraged to propose an innovative strategy to achieve the objectives in the RFA.

**Q-3: When our group develops training that may be targeted to a specific sector we customarily conduct a job analysis of the occupations in which the trainee will be employed. This would require access to job incumbents, existing entrepreneurs, and/or supervisory personnel at program start up. Is this feasible?**

**A-3:** The feasibility of activities will need to be considered by each applicant as part of their application development process. It is important that budget applications reflect all activities described in the technical application. The applicants are encouraged to discuss and gather as much information from the SCC partner institution on the current workforce development and employment opportunities in the Mindanao area.

**Q-4: Although we would conduct a standard foundational skills analysis at start-up to ensure the content to be delivered considers the skill level of the participant, it would be helpful to have some estimate of the level of academic ability a typical participant might have attained prior to dropping out of school. Is this information available?**

**A-4:** Applicants are encouraged to examine the extant research on the target audience and other beneficiaries for this activity. (A Google search will retrieve several documents.)

**Q-5: Could you give us a timeline for implementation? Do you expect the baseline assessment to be completed before coursework/modules are developed? What role do you envision for the U.S. partner in this effort?**

**A-5:** The lead U.S. higher education institutional partner will be selected in March 2012. Official implementation of partnership activities are expected to begin immediately after a subagreement between ACE/HED and the U.S. institution has been negotiated and signed by both parties – a process which takes approximately two to three months. A baseline assessment must be conducted within the first 90 days of the official start of the partnership (before coursework/modules are developed). The U.S. institutional partner will play a significant role in designing and conducting the baseline assessment while working collaboratively with SCC and receiving guidance from HED.

**Q-6: Would we be able to speak to people of Mindanao in the agricultural field about their current jobs in order to conduct a jobs analysis?**

**A-6:** Yes, you may speak to people in the agricultural field as part of your baseline assessment. However, it is the responsibility of the partnership to identify these individuals.

**Q-7: One of the greatest challenges in working with out-of-school youth is keeping participants on track and motivated. What is the recruitment process envisioned by Southern Christian College and what strategies will be used to keep participants engaged?**

**A-7:** Applicants are encouraged to work with SCC in designing a partnership program that will attract and retain out-of-school youth to benefit from the partnership in ways that accomplish the goals and objectives stated in the RFA. The program should be responsive to the needs and interests of the OSY – which can be determined during the baseline

assessment – in order to keep them motivated. Orientation is also a very important part of the program.

**Q-8: Does Southern Christian College have a baseline assessment to evaluate workforce readiness for out-of-school youth?**

**A-8:** A specific workforce readiness assessment is not available. However, the selected U.S. higher education institution in collaboration with SCC will be responsible for conducting a baseline assessment within the first 90 days of program implementation (also referenced in [Section IV](#) above). Applicants are encouraged to refer to the [HED Baseline Assessment Tool](#) in the RFA for planning and budgeting purposes. This tool is designed to collect data on higher education standard indicators and to allow partners to add custom indicators specific to this partnership. Thus, based on their own research and expertise, partners may include custom indicators on workforce readiness as they deem appropriate.

**Q-9: Is there an entrepreneurship program in place at Southern Christian College?**

**A-9:** Yes.

**Q-10: Technology can become a key to innovation. Is the tech capacity of Southern Christian College sufficient to play a critical role in program design?**

**A-10:** Applicants must put forward their most effective strategy given the existing and available resources.

**Q-11: What is the degree to which the participants would have access to information technology in order that some of the content could be delivered online?**

**A-11:** Informational technology technical assistance can be provided by the SCC College of Computer Science and the Management Information Specialist of the SCC Farmers Information Services (FITS) Center. The main campus of SCC has connectivity, this includes the FITS Center, which is used by farmers and others.

**Q-12: If facilities at Southern Christian College are used for training, does the applicant subcontract to SCC or pay as we go?**

**A-12:** SCC is a partner organization not a subgrantee. This would be determined through partnership planning and consultation with SCC during the application design process.

**Q-13: What level of interaction is expected between the partner and Philippine government agencies?**

**A-13:** The partner is expected to work closely with SCC and to establish linkages with relevant government organizations. Relevant government agencies may include the Department of Science & Technology, the Department of Agriculture, the Commission on Higher Education and the Technical Education Skills Development Authority (TESDA). [Refer to the RFA for this information as well.](#)

**Q-14: The Philippine Republic Act 8044 sets the definition of youth in the Philippines as individuals 15-30 years old. Do you expect training for people within this age range?**

**A-14:** For the purposes of this project, youth are individuals 16-24 years old.

**Q-15: Does the project have a minimum target number of OSY that should be targeted/trained during the duration of the project?**

**A-15:** Applicants should determine feasible numbers that are most likely to meet the goals and objectives of the partnership. Targets are intentionally not provided to allow applicants to conduct research and present plans that are both ambitious and realistic.

**Q-16: Can we provide a stipend or wage to out-of-school youth?**

**A-16:** No. We do not intend to provide a wage to OSY. Their participation in the program would not include compensation.

**Q-17: The RFA states JOBS for Mindanao, so does the RFA expect the proponent to cover the entire region of Mindanao or should it just concentrate in areas close to SCC, which is in Central Mindanao.**

**A-17:** The project should concentrate on areas close to SCC – the municipality where SCC is located as well as adjacent municipalities (this does not include all of Central Mindanao). SCC's work is concentrated in some of the communities within the provinces of Cotabato and Sultan Kudarat. SCC also serves a few communities in Maguindanao.

**Q-18: Can we partner with local or regional non-government organizations as well as public enterprises advocating empowerment of out-of-school youth?**

**A-18:** Applications can include other local/regional organizations to support the partnership. However, the intended primary institutional beneficiary of this partnership is SCC. Applicants are also encouraged to include letters of commitment from other organizations included in applications.

**Q-19: Can we contact Southern Christian College directly?**

**A-19:** Yes. Applicants are encouraged to contact SCC. [Contact information for Dr. Elma Neyra](#) is available in the RFA.

**Q-20: Can we get contact information for Aivan Amit?**

**A-20:** [Contact information for Aivan Amit](#) of USAID/Philippines is available in the RFA.

**Q-21: What is the expected timeline for completing the baseline and needs assessments?**

**A-21:** The baseline assessment should be completed during the first quarter of project activities. A needs assessment could be carried out concurrently. The US institution should ensure that the needs assessment is conducted by the end of the 2nd quarter of the partnership at the latest.

**Q-22: Are applications evaluated through a blind peer review process?**

**A-22:** The peer reviewers will know the identity of the institutions and personnel submitting an application. However, the identity of these peer reviewers is strictly confidential. Peer Reviewers are generally faculty with a strong background in the field of the RFA being evaluated. Occasionally, individuals outside of academia with a strong background in the content of the RFA sit on the review panels.

**Q-23: Are there any expectations for the applicant to have prior knowledge of either SCC or Mindanao?**

**A-23:** Prior knowledge is not a requirement. Applicants will be evaluated on their ability to achieve the goals and objectives of the RFA. However, it is possible that a peer review panel may find an applicant with previous experience in the region better placed to achieve the goals and objectives of the RFA.

**Q-24: I note that Objective 2 of the RFA states "Mobilize government, non-government and private sectors to work with SCC to promote entrepreneurship and enhance rural workforce development skills and opportunities for OSY." To what extent should an applicant work with local partner organizations to implement the project?**

**A-24:** While a proposal can suggest activities to be implemented with the assistance of a Philippine based organization, applicants are reminded that the intended beneficiary of this award is Southern Christian College. Proposals that show a greater focus on SCC may be viewed more favorably by evaluators.

**Q-25: Is it possible to offer training and/or curriculum instruction to the target population in English?**

**A-25:** Yes, this is acceptable.

**Q-26: I'd like a greater explanation of the Center of Excellence.**

**A-26:** The Center of Excellence or Center of Development is a Philippine government Commission on Higher Education mechanism to recognize institutions and programs that comply with the government's standard requirements.

**Q-27: Does SCC/CERA currently offer training to out-of-school youth? If so, what kind?**

**A-27:** Yes. SCC offers week-long training to out-of-school youth in partnership with EDC/EQUALLS 2 and these include: Native Chicken Production and Management, Native Goat

Production and Management, Vermi Culture and Vermi Composting, Plant Propagation and Nursery Management, and Mushroom Culture and Management.

**Q-28: What other kinds of needs does SCC/CEREA have?**

**A-28:** CEREA's needs include equipment and training for IEC material production as well as laboratory equipment and increased room for processing. Also, the inclusion of a support system for training programs is necessary for trainees to be able to start their own projects. The nature of the development of a Center of Excellence at SCC will depend on the outcome of consultation between stakeholders at SCC and the interested applicant.

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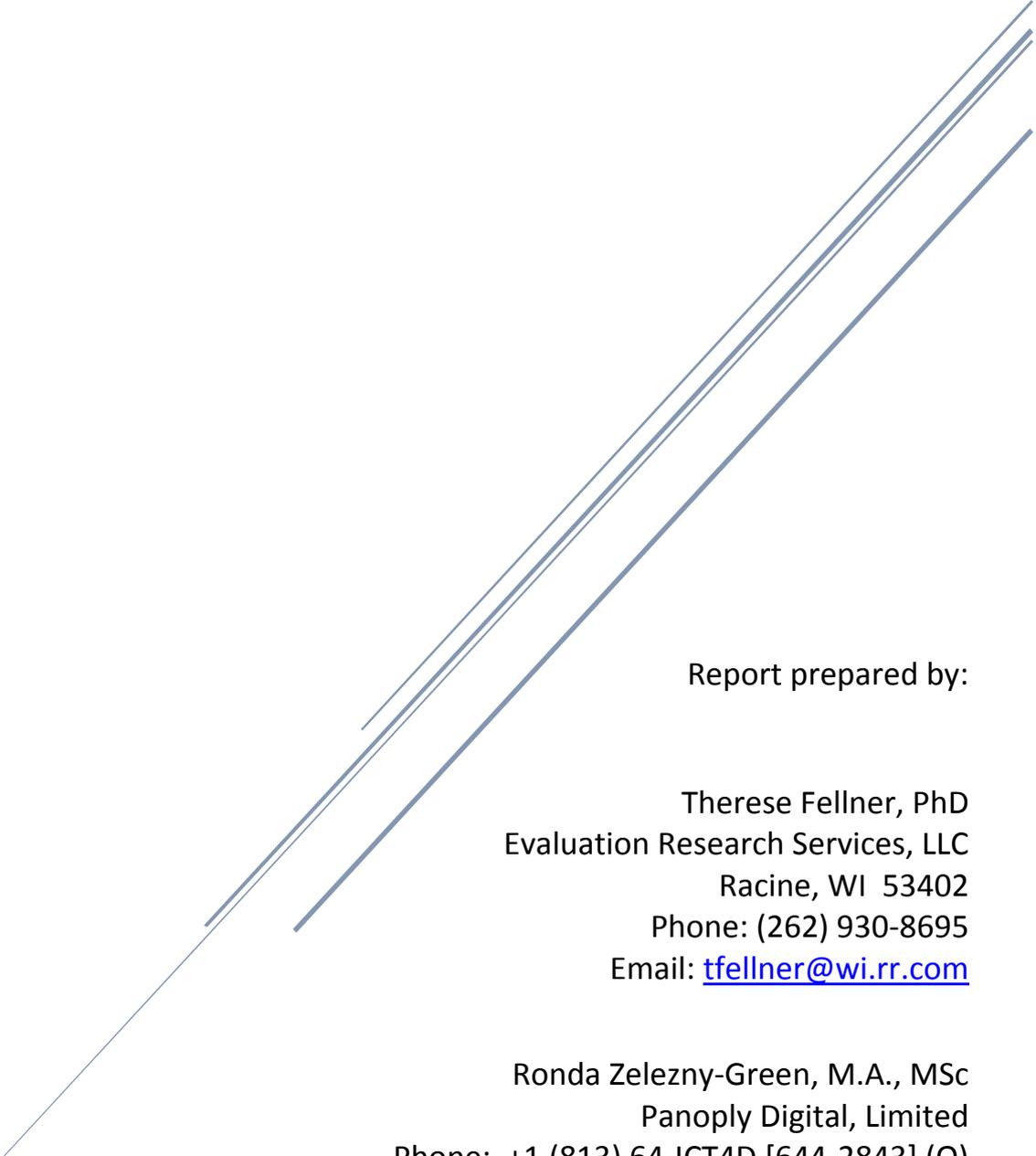


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# UPLOAD JOBS FOR MINDANAO EXTERNAL EVALUATION

Technical Report Submitted to:  
Higher Education for Development (HED)  
Tuesday, July 14, 2015



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# TECHNICAL REPORT

UPLOAD JOBS MINDANAO

University Partnership Linking OSY to Agri-Entrepreneurship and Development to Promote Job Opportunities and Business Scale-Up for Mindanao

## SUMMATIVE IMPLEMENTATION AND OUTCOME EVALUATION July 2015

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### Glossary of Terms and Acronyms

AFE:	Agriculture and Fisheries Extension
ATI:	Agricultural Training Institute
AUD:	Australian Dollar
BAEx:	Bureau of Agricultural Extension
BIFF:	Bangsamoro Islamic Freedom Fighters
CAFE:	Center for Agriculture and Farmland Entrepreneurs
CHED:	Commission on Higher Education
DBP:	Development Bank of the Philippines
DepEd:	Department of Education
DTI:	Department of Trade and Industry
GDP:	Gross Domestic Product
HED:	Higher Education for Development
ICT:	Information and Communication Technologies
IM:	Instant Messaging
IPM:	Integrated Pest Management
LGU:	Local Government Unit
MILF:	Moro Islamic Liberation Front
MSME:	Micro, Small and medium-sized enterprises
MOU:	Memorandum of Understanding
NGO:	Non-Governmental Organizations
OSY:	Out of School Youth
PATC:	Philippine Agricultural Training Council
PTC-RD:	Philippine Training Centers for Rural Development
POC:	Point of Contact
RFA:	Request for Application
RFP:	Request for Proposal
SCC:	Southern Christian College
SME:	Small and medium-sized enterprises
SMS:	Short message service
STRYDE:	Strengthening Rural Youth Development through Enterprise
TESDA:	Technical Education and Skills Development Authority
UH:	University of Hawaii
UPLOAD JOBS:	University Partnership Linking Out of School Youth to Agri-Entrepreneurship and Development to Promote Job Opportunities and Business Scale-Up for Mindanao
USAID:	United States Agency for International Development

## Introduction

In 2011, the University of Hawaii - Manoa and Southern Christian College (SCC) in Midsayap, Philippines submitted an application to Higher Education for Development (HED) for the UPLOAD JOBS for Mindanao collaborative project. The goal of the funded project was to enhance the livelihoods of out-of-school youth and farming communities in Central Mindanao through training and capacity building<sup>1</sup> of educators and participants of the agricultural entrepreneurship extension program at SCC. Specifically, the project proposed to:

1. Sustainably increase the institutional and human capacity of Southern Christian College (SCC) in rural workforce development through extension program in agricultural entrepreneurship contributing to the region's agricultural economic development and social prosperity.
2. Sustainably improve livelihood and increase incomes for rural out-of-school youth (OSY)<sup>2</sup> by providing training in workforce development, deployment in entrepreneurial agriculture extension services.

To date, the project reports accomplishments in capacity building through international conference attendance (4), paper and poster /presentations (20), and SCC faculty train-mentor-coach sessions (17). Partners also developed capacity to conduct market research, extension training in agri-entrepreneurship, and management of a USAID-funded initiative. Furthermore, partners trained 202 OSY students in a total of four student cohorts. These cohorts participated in agri-entrepreneurship trainings in training venues located in the provinces of Cotabato and

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<sup>1</sup> USAID indicators to measure contributions toward strategic objectives.

<sup>2</sup> Out-of-school youth include young adults between 15 to 24 years of age. OSY in this project are those small-scale, private rural agricultural workers with some primary level education and have possibly acquired some technical skills, prior experience, certification or education and are ready to acquire new entrepreneurial skills.

Sultan Kudarat. Approximately 52 percent (104) of these OSY obtained an agri-entrepreneurship certificate and 47 business plans were completed. Stakeholder linkages have resulted in 11 Memorandums of Understanding (MoUs), as well as support from TESDA, DTI, and ATI.

The stated objectives of the JOBS for Mindanao higher education partnership were to:

1. Establish a well-functioning CAFE.
2. Establish a sustainable network and partnership.
3. Enhance and develop program curricula and extension/outreach modules.
4. Enhance SCC's human capacity for training and workshop delivery.

With safety concerns due to the continued tension and firefights between the Moro Islamic Liberation Front (MILF) and the Bangsamoro Islamic Freedom Fighters (BIFF) in the Central Mindanao region in the Philippines, the evaluation methodology was adapted to administer data collection from Manila, Philippines. Additional project staff and stakeholders with the University of Hawaii – Manoa were interviewed via Skype and phone, allowing for data collection that complemented and extended the onsite fieldwork in Manila.

A mixed methods approach was adopted for the evaluation methodology. The methods included the development of a case study using the HED evaluation framework, a retrospective cohort study approach, participant observation, member checking, and virtual techniques. A total of 21 stakeholders representative of the University of Hawaii – Manoa, Southern Christian College and USAID participated in the interview process. An additional 10 OSY representative of Cohorts 1-4 participated in the focus group discussion sessions.

Due to ongoing local security concerns and US State Department travel warnings for the region, the implementers of the UPLOAD JOBS project were required to exercise flexibility in delivering capacity building and training activities. Despite the challenges posed by working in a conflict area, the partners were able to develop relationships with the local barangay<sup>3</sup> officials to maintain accurate and timely communication.

Overall, evaluation findings support UPLOAD JOBS project accomplishments in measuring contributions towards strategic objectives by using USAID standard indicators, in addition to the enhancement of SCC's institutional and human capacity in developing entrepreneurship training and workshop delivery to better serve Midsayap and the surrounding region of Central Mindanao.

The efficiency of management processes and systems was both consistent and timely, aided in large part by virtual communication tools. The UH team maintained such engagements throughout the project, embedding the importance of adhering to program objectives in every activity carried out. Communication styles and differences between the American and Filipino stakeholders were cited as occasional challenges, yet were overcome by the camaraderie nurtured among the UH and SCC team members committed to delivering the project. Patience and tact were skills regularly employed to ensure a smooth workflow during the UPLOAD JOBS project.

Additionally, data drawn from the external evaluation suggests that program design was generally relevant to the overall intervention context and was in alignment with national and

---

<sup>3</sup> A “barangay” is a Filipino term which refers to a municipal district, and is one the smallest administrative division in the Philippines.

local priorities. Cultural sensitivities were addressed and project adjustments were made as needed. Although there was limited impact on the financial well-being of the OSY, there was a general consensus of an equally valuable positive impact on their livelihoods as it related to their ability to return to education or to contribute to the welfare of their families.

The effectiveness of program implementation was evidenced in human and institutional capacity advancements consistent with the UPLOAD JOBS goals and objectives, as well as beyond the scope of the project. The achievement of projected outputs and outcomes were varied, and numerous factors were cited as contributing variables, inclusive of the ongoing conflict situation in Mindanao. Fidelity to project design was highly valued, yet flexibility existed in response to evolving needs and interests of the project beneficiaries.

The perceived impact of the program's intervention was that it was largely successful, albeit for different reasons depending on the stakeholder perspective it is taken from. The out-of-school youth who participated in trainings repeatedly expressed thanks that they were able to acquire skill that would have otherwise been impossible to obtain, including how to start and manage a small business, how to conduct quality assurance procedures for the products they produced, as well as implementing market research to help improve their businesses. The youth believed that what they learned during UPLOAD JOBS will help them in the years to come, and the benefits will be felt even by their immediate family members. The participants from the University of Hawaii – Manoa felt that they were able to gain invaluable expertise related to the challenges of and the need to adapt content and schedules for agri-entrepreneurship education delivery in conflict contexts such as Mindanao. Furthermore, the professional relationships that UH cemented with faculty and staff from Southern Christian

College have paved the way for academic collaborations above and beyond the UPLOAD JOBS project implementation – an unintended result that will extend the project’s lasting effects while at the same time cementing UH’s ability to helm projects in the region. The SCC stakeholders placed the most value in the capacity building opportunities made possible through their project participation. From improvement in their own operational procedures, particularly related to external communications, to the professional capacity gains made through the mentoring relationships developed with UH faculty and staff members, SCC’s perceived project impact was bolstered by the extent to which they were empowered to become project leaders in their own right.

The potential for program sustainability is rooted in the ongoing support and training of entrepreneurs and small business owners throughout their business lifecycle. Inevitably, the development of the OSY’s micro enterprises and the related financial successes thereof will help sustain the UPLOAD JOBS program since the OSY’s ability to generate an income will mean they can reinvest part of the monies earned into usage of the CAFE to further grow their business. However, a major challenge of this potential program sustainability factor is that the evaluation found that only a handful of the OSY’s businesses remained in operation at the time of fieldwork. Because of this, their ability to pay to travel to the CAFE site or to pay even small fees to access tools and services offered at the CAFE are significantly constrained. There is a need to address the OSY’s economic barriers to accessing the CAFE on an ongoing basis if this is to become the center of program sustainability. Another mechanism which can impede or strengthen the potential for program sustainability is the CAFE’s leadership and management. The evaluators found that somewhat disjointed support of the CAFE among some leaders at

SCC could have a negative impact on the use of the CAFE as a focal point for program sustainability. This is because there remains a significant amount of effort to be expended in order to foreground the CAFE as the center of activity for UPLOAD JOBS once USAID funding has ceased, in large part due to the need to embed the place as a valuable and worthwhile extension of the UPLOAD JOBS project in the minds of all stakeholders. In the absence of successful repositioning of the CAFE in this manner, the potential for program sustainability will remain in peril.

Overall, project leadership and relationship-building, both on behalf of the University of Hawaii-Manoa and Southern Christian College, were pivotal factors in the overall efficiency, effectiveness, and relevance of the intervention. UPLOAD JOBS was driven by a results-based management system, and the project partners continuously adapted the program activities and interventions for the local context and security concerns in Mindanao. Program fidelity was well-maintained with OSY developing both entrepreneurial skills and agricultural technical knowledge, however the business focus shifted from agricultural production and processing as initially proposed in the RFA to start-ups using and adapting agricultural products for various markets.

For OSY, the impact of the program intervention had minimal direct impact on improving their livelihoods, as many of the OSY participants had no jobs and their businesses had ceased to operate. However, the program intervention did demonstrate a significant impact applies on the OSY's personal development and confidence building. Overall, the program intervention positively contributed to both human and institutional capacity building

at Southern Christian College, however the potential for program sustainability remains in question.

In the pages that follow, this evaluation examines and synthesizes the data studied and collected to generate knowledge about how higher education partnerships can contribute to the promotion of entrepreneurship and workforce skills development among out-of-school youth.

### **Literature Review**

In this section, we present an overview and synthesis of research, case study examples, and guidelines for best practices in entrepreneurship education are presented. Additionally, an overview of some of the current political, cultural and social aspects of education in the Philippines is provided.

### **Defining Entrepreneurship Education**

Given that entrepreneurship education was one of the main activities carried out during this partnership, it is important to understand how this term is commonly understood in an international context. One perspective on entrepreneurship education from the World Bank encompasses the diversity of approaches and people who might participate in this type of education:

Taken as a whole, EET [entrepreneurship education and training] represents both academic education and formal training interventions that share the broad objective of providing individuals with the entrepreneurial mindsets and skills to support participation and performance in a range of entrepreneurial activities. [...] Beneficiaries

include both potential and practicing entrepreneurs who are traditional students enrolled in degree programs, early school leavers, adult learners, individuals with doctoral degrees, minority groups, women, and rural as well as urban populations. (Valerio, Parton & Robb, 2014, pp1-2).

Other authors on the topic have found that “entrepreneurship education can help promote an entrepreneurial and innovative culture by changing mindsets and providing the necessary skills,” (Vyakarnam, 2009, p. 18). The emphasis on creating opportunities to provide skills towards a pathway of participation in income-generating activities was operationalized during the UPLOAD JOBS intervention in Mindanao for similar purposes. Attention will now turn to the context in which entrepreneurship education was enacted.

### **Local Context**

More than 40 years of religious conflict in the Mindanao region has created significant challenges for its development. However, in the past 12 months, peace talks have ramped up and in 2010 a regional strategic framework was developed, encouraging “aspiration for peace” as the “foundation for growth” in Mindanao (Aquino III, 2010). Assisting to bolster this potential for growth in recent years, Mindanao is also the recipient of international aid from multiple governments, including Australia, who committed almost AUD\$2m in 2013 (ABC News 24, 2013).

Entrepreneurship is seen as a key driver to the overall economic growth and development of the Philippines and as a way to help overcome challenges of unemployment (World Bank, 2014). The government has cited agricultural resources as one of the country’s greatest assets, with Mindanao as the “...biggest contributor to the country’s total agricultural

output,” (NEDA, 2010). The promotion of entrepreneurship and agri-industrialization has also been promoted as a key factor for employment generation in Mindano (ibid).

More than 90 percent of the businesses in the country are micro, small, or medium enterprises (MSMEs), and these businesses provide more than 50 percent of employment in the region (Senate of the Philippines, 2015). Most Filipino entrepreneurs are affiliated with a small or medium sized enterprise (SME). Further, in the Philippines, equal rights are recognized regardless of one’s gender: As evidenced by the Magna Carta of Women, women hold significant leadership positions in national and local government, universities, business corporations and family business enterprises in the Philippines and 51% of entrepreneurs in Philippines are female (International Entrepreneurship, n.d.).

### **Current State of Education and the Role of Government**

Until the recent “General Education Curriculum: Holistic Understandings, Intellectual and Civic Competencies” policy was passed in 2013, the basic curriculum administered within the Philippines education system from K- 12 was aligned to the traditional core competencies of Maths, Science, English and Filipino. The new policy has paved the way for social and natural competencies though critical, analytical and creative thinking. In higher education, examples of entrepreneurship programs date back to at least the early 1980s when the De La Salle University offered a bachelor’s degree in entrepreneurship in 1983 and then a Master of Science in Entrepreneurship in 2003. In 1999, the Asian Institute of Management offered a master’s degree in entrepreneurship which ran for nine years until 2008. In 2013, the Commission on Higher Education (CHED), adopted *Enhanced Policy and Guidelines on Student Affairs and Services* which set out a section on Economic Enterprise Development referring to

services that would cater, but are not limited to, the economic needs of students, including entrepreneurial and income generating activities (CHED, 2013).

Despite the implementation of policies, projects and programs related to entrepreneurship education in the Philippines, the reach of such interventions is not often felt strongly in places that are considered rural and largely distant from the capital of Manila; Mindanao is one such region. Since the early 1970s, Mindanao has been a locale where “...armed groups including Muslim separatists, communists, clan militias and criminal groups...” (BBC, 2012) have all contributed to ongoing instability. Because Mindanao has a number of people who practice the Muslim faith in a country where the majority of people are Christian, religious differences have been the source of much of this conflict.

Additionally, high levels of social exclusion contribute to the discontent that fuels the ongoing conflict. Many in Mindanao are economically marginalized, with fewer opportunities to pursue career pathways that might help break the cycle of poverty. The most recent attempt at peace between armed groups in the region was a pact signed in March 2014 (Francisco & Mogato, 2014). However, this pact unraveled in February 2015 when the Philippines government sent troops to the region to rout out one of the main opposition armies (personal communication, 2015). Though the government has made numerous attempts to establish lasting peace with leaders from the region, such agreements repeatedly fail, resulting in loss of life and discontinuities in education for youth in the region.

When conflicts between local armies and the government erupt, thousands of children are unable to attend classes on a regular basis (UNICEF, 2014). Furthermore, schools are often transformed into evacuation centers so that locals might seek shelter from the fighting.

Compounding children's ability to attend school is that typhoons can strike, causing catastrophic damage that takes months for schools and families to recover from. Such conditions has hastened the increase in the number of out-of-school youth in Mindanao. Non-governmental organizations and government agencies often struggle to sustainably maintain education services under such circumstances. Accordingly, when interventions are designed in Manila for contexts similar to Manila, the realization of such initiatives often has drastically different outcomes in places that face challenges like what is seen in Mindanao. One-size-fits-all approaches to entrepreneurship education therefore are likely to fail unless appropriately adapted for this context.

Since the merger of the Bureau of Agricultural Extension (BAEx), the Philippine Agricultural Training Council (PATC) and the Philippine Training Centers for Rural Development (PTC-RD) in 1987, the establishment of the Agricultural Training Institute (ATI) has occurred. The Philippines' ATI is responsible for:

1. Training agricultural extension workers and their clientele.
2. Conducting multi-level training programs to promote and accelerate rural development.
3. Ensuring that research results are communicated to farmers through appropriate activities.

The ATI focuses on several major activity areas including training, extension programs, planning and policy, knowledge management and partnerships. It currently has 16 Regional Training Centers all over the country and one International Training Center on Pig Husbandry (ATI, 2014). Its current mandates include:

1. Leading the formulation of the national Agriculture and Fisheries Extension (AFE) agenda and budget.
2. Preparing the integrated plan for publicly-funded training programs in agriculture and fisheries.
3. Formulation and issuance of guidelines in planning, implementing, monitoring and evaluating AFE programs.
4. Assisting, in coordination with state universities and colleges, the local government units extension system by improving their effectiveness and efficiency through capability building and complementary extension activities such as technical assistance, training of LGU personnel, improvement of physical facilities, extension cum research and information support services.

The UPLOAD JOBS partnership stakeholders also frequently work with DTI, the Department of Trade and Industry, and TESDA (Technical Education and Skills Development Authority). Outside of more formal learning environments, there has been a shift towards entrepreneurship education for rural workers with the government recognizing the importance of agricultural farming or agri-business as critical to sustainable growth. This has sparked a new wave of programs that target rural-based entrepreneurs including Abot Alam ([DepEd](#), 2014) an initiative launched with multiple government agencies, including TESDA, and the Family Rural School ([Gayo](#), 2013).

Specifically in Mindanao, it is well recognized that conflict within the region has had a detrimental impact on education, with funds being reallocated away from resources and infrastructure into efforts to overcome the impact of continuing struggle. To this end, the

country's National Economic Development Authority has implanted a strategic framework to accelerate inclusive growth and reduce poverty. A peaceful and socially inclusive Mindanao is envisioned by 2020, with a strong, sustainable, competitive, ICT-driven, agri-industrial, and resource-based economy that is responsive to local and global opportunities. Investment in education is seen as key to achieving these outcomes (Senate of the Philippines, 2015).

Perhaps with the ability to have most transformative impact, the pending passage of the Youth Entrepreneurship Act of 2014 is being championed by Senator Cynthia Aguilar Villar to form part of the government legislation. The successful adoption of this policy would see entrepreneur education inserted in the Philippines national high school curriculum. Key points of the Act include the implementation of enterprise incubation laboratories and creative spaces in schools and communities in coordination with eligible entities. Senator Villar states that the bill will provide information on the availability of government assistance and other training programs and possible entrepreneurial and financial ventures to the youth, through the use of website and other forms of communications (*ibid*).

With two-thirds of the country's population living in agricultural areas, Senator Villar has called on the youth to consider agri-entrepreneurship as a path towards livelihood. While approximately 20 percent of the gross domestic product (GDP) and 30 percent of total employment is accounted for by the sector, its contribution could increase to 40 percent of GDP and 60 percent of total employment if the related agri-suppliers and agro-processing sector are included (Senate of the Philippines, 2015). This helps illustrate the belief that technological innovation and an entrepreneurial mindset can also propel the agriculture sector to greater height in the Philippines (Torrevillas, 2014).

Additionally, in support of the national government's agenda to alleviate poverty via employment and income generation, the Development Bank of the Philippines has launched the One Income One Product program which will encourage entrepreneurship in the countryside using locally available raw materials and inherent human resources, skills and talents, thus, spurring economic activity (Business Diary, 2014).

With the current and future proposed policies strongly supporting entrepreneurship education, strategic partnerships with government at the local and national level should be considered to foster the sustainable development of agri-business focused programs. The importance of early-stage entrepreneurship education intervention is key to the growth and development of the country as a whole.

### **Entrepreneurship Education and Curriculum**

In their research paper on the Philippines, *Entrepreneurship Curriculum Framework Development for Global Competitiveness*, Gatchalian and Lopez (2013) found that:

Entrepreneurship in higher education offers practical application of knowledge through opportunity identification, prototype development, some methodical and systems process, which are largely organic in nature because it is output and results oriented. It is also an activity of self-fulfillment where one can claim ownership to the very output one has produced or built. (p. 96).

Therefore the delivery of practical and hands-on skills coupled with theoretical knowledge will require differentiated teaching methods including "mentoring skills, insightfulness and sensitivity," (Gatchalian & Lopez, 2013, p. 96). The authors go on to suggest that this is particularly true when instructing and guiding the digital generation:

“Likewise, it requires specific methods of teaching, new academic standards that suggest developing entrepreneurial competencies and thinking process that makes entrepreneurs. It is a program that requires a support system and an enabling environment, which are all aimed at increasing the likelihood of success among startup businesses.” (ibid).

This highlights the need for flexible and dynamic training methods which stretch beyond ‘pens and textbooks’ to ensure practical outcomes where students are able to realize the tangible benefits that will come from their training. In short, they should be able to link the theory to the practical, and apply it to real life situations.

CHED recently integrated entrepreneurship education in higher education under the Republic Act No. 7722 Memorandum Order No. 17. The Act contains the standards of development, thrusts and compliance requirements in Policies, Standards, and Guidelines for Bachelor of Science in Entrepreneurship. The basic learning outcomes it requires schools and universities to develop are:

- a) “entrepreneurs who are motivated and knowledgeable in identifying opportunities;
- b) developing and preparing business plans; and
- c) accomplish requirements in actually starting and managing a business and as future employers.” (Lopez, 2012; CHED, 2005).

When considering the success of the Act, Gatchalian and Lopez (2013) cite the following guidelines which include enabling features, structures or infrastructures such as:

hiring of competent educators;

- a) inclusion or availability of a good teaching model that works;

- b) a teaching guide that would help both educators and practitioners, in teaching entrepreneurship as a subject in the tertiary level;
- c) program for faculty training and development as part of resource and competency building or strengthening;
- d) availability or development of own teaching and learning resource materials;
- e) business incubation structure and laboratory facilities; and
- f) institutional support to welcome and build on the new pedagogy for this non-traditional course, as the administration refine and find its program niche in entrepreneurship. (p. 98).

This puts a lot of the onus on institutions to provide the right kind of resources and also to recruit competent and skilled teachers. Likewise, schools under the government's jurisdiction are also allowed, according to its defined specialization, to devise enhanced program and outcomes depending on their own mission, vision, and thrusts. The entrepreneurship program and its courses are constantly evolving depending on the level and extent to where the stakeholders are willing bring it. To be effective, its management has to be as dynamic as the course itself (Gatchalian & Lopez, 2013).

One of the key challenges when developing entrepreneurship training programs is the development of localized content. Agri-business programs should be considered as sources of agri-entrepreneurial curriculum content, and institutions should work to ensure that this content complements and integrates into existing business entrepreneurship content. Successful entrepreneurship curricula would have the tools in place for students to better

understand how to maneuver through the business start-up process in addition to providing a focus on how students can be free thinking, analytical and risk taking (Parcell & Sykuta, 2005).

A key to success of the educational curriculum for entrepreneurs is to ensure that beyond theoretical content, youth are provided with skills that will increase their chances of gaining long-term employment. For example, practical skills gained through entrepreneurship education might include bookkeeping or knowledge about how to design a business plan. Other vital soft skills to be gained through such education could include setting realistic expectations, building a network, and encouraging and managing failure.

Much hype has been placed on the role of entrepreneurship in poverty alleviation. However, it is important to ensure that it is not seen as the panacea to unemployment. It has been documented that globally the number of startups that fail is close to one in ten. While Silicon Valley promotes a 'fail fast, fail often' culture, the implications of failure in less developed markets is often far more detrimental. In order to minimize risk, it is essential that the focus of developing entrepreneur education is not done on a sectional basis. Rather, it must be looked at as an end-to-end process that moves from education, to finance, partnerships to customers, failure to success. The importance of students creating a business ecosystem before 'hitting the ground' is key and education about the pitfalls as well as the promise must form part of the standard curriculum.

### **Youth and Entrepreneurship in the Philippines**

A number of government policies and initiatives in the Philippines target youth as the intended beneficiaries (Canlas & Pardalis, 2009), including those related to entrepreneurship education. This is because more than half of all youth aged 15-34 are unemployed (Habito,

2009) and youth constitute a large portion of the Filipino population (Criselda, 2013). Nevertheless, similar to what is seen globally, opportunities for youth to participate in entrepreneurship are relatively limited and the experience of delivering such education is also challenging given barriers like the absence of mechanisms whereby youth can readily access startup capital, the negative attitudes of youth towards their prospects of success, and the inability of youth to develop a strong business plan despite gaining knowledge and skills in entrepreneurship (Butler, Taggart & Chervin, 2012). Based on past interventions, data suggests that an inclination to pursue entrepreneurship is also not readily found among Filipino youth and is hard to develop in part due to the bias towards formal education participation (Aldaba & Sescon, 2009). All of these factors combined present challenging circumstances in which entrepreneurship education focused on youth must occur. But in Mindanao, a region of ongoing conflict in the Philippines, such circumstances are further complicated.

### **Education Delivery in Conflict Regions**

With challenges around education delivery in conflict areas being a concern, two possible strategies have been identified: decentralization and technology (Burde, 2004; Morpeth & Creed, 2010). Decentralization entails the transfer of responsibility for planning, management and resources from a central government and to local authorities and is seen as a way of increasing the accountability of governments to their citizens, and in improving transparency of government decisions. This is particularly relevant for social services such as education which is inherently local in its delivery. Technology provides alternative and personalized access to learning and information at a distance, which could enable continuity in education opportunity delivery.

### **Models for Sustainability**

As with many educational programs, challenges around the sustainability can often impede their development and implementation. Some of the common challenges cited are a lack of integration within the national curriculum, a lack of financing, limited community support, limited expertise from academic staff, and limited or no support from governments and policy makers.

Some examples of delivery models can be identified that show promise for replication with the caveat that curriculum amendments be made in order to localize and contextualize the content. A review of several instances of innovative but differing education delivery models that have shown long-term success in both a local or global context follows in this passage. It is intended that these models will provide a guide to assist HED when reviewing the long-term plans for UPLOAD JOBS for Mindanao.

Leveraging the Philippines' vast uptake of mobile technology, Text2Teach launched in 2003 using an ICT-based solution to support education improvements, adopting a model of innovation with strong community support. The relevance of the model for UPLOAD JOBS, and within the national context and hopeful passage of the Youth Entrepreneurship Act 2014, is that it provides a link between an existing delivery channel within Filipino schools to deliver future content that would be developed should the Act become legislation. Learnings from the project also include a strong sustainability model for the ongoing scale of the service and the ability to reach rural classrooms.

The project provides select schools with an ICT package that permit teachers to screen videos which had been previously downloaded on a mobile phone. The strength of the public-

private partnerships, close cooperation with local decision-makers and the easy-to-use technologies have contributed to the overall positive impacts of the project. Such impacts include lower drop-out and absenteeism rates, improved performances at national assessments, and increased motivation. Although not exclusively focused on rural areas, Text2Teach manages to support rural schools in an efficient and sustainable manner.

In order to guarantee the success and sustainability of the project, Text2Teach adopted a local inclusion approach and developed a cost-sharing arrangement scheme. This scheme seeks to enhance community ownership through financial contribution by the local DepEd offices and the Local Government Units<sup>4</sup>. For this purpose, visits to the regional DepEd offices were organized in order to explain the educational benefits of the project. These DepEd offices in turn acted as local advocates and supported the Text2Teach proposals which were shared with the LGUs. The collaboration with these LGUs remains crucial for the success of the project, as they provide material and financial support to the schools in their respective areas.

Another example of an agri-entrepreneurship model in Asia comes from India. Again highlighting the necessity of solid partnerships, CropLife International, CropLife Asia and CropLife India partnered with two local organizations in the Adoni region of Andhra Pradesh. Their 'Shared Responsibility' model of sustainability uses a combination of Master Trainers, Local Implementers, Project Supporters and Evaluators to effectively provide training on Integrated Pest Management (IPM) as well as responsible use and secure storage of crop protection products. Over a four-year period, 45 Master Trainers directly trained 20,000

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<sup>4</sup> The Philippines started a process of decentralization in 1991. Local Government Units are composed of an executive, legislative and judiciary branches as well as an assembly. They enjoy to a certain extent local autonomy, e.g. they can to decide to finance school projects.

farmers. These farmers in turn trained an additional 81,000 farmers; a total of 101,000 farmers were trained during the course of the project, covering 696 training groups in 142 villages.

Preliminary findings in Adoni have demonstrated that the training model is effective, and that local partnerships are vital to its successful implementation. The key measure of success for this model is farmer retention. Farmers have not only gained new knowledge and improved their practices, but are retaining and reinforcing what they have learned years after completing their training. Retention is achieved by reaching farmers in the field, at home and during their leisure time so that messages resonate throughout their daily routines. Farmer-to-farmer training then empowers farmers to gain an even deeper understanding of the subject matter by becoming educators themselves. This continues over time, spreading messages through the community and increasing the numbers reached ([CropLife](#), n.d.).

The relevance of this training model for UPLOAD JOBS Mindanao is that it leverages the agri-workers themselves to provide community-based training. This could be replicated by using those students who have been trained within the UPLOAD JOBS program to then disseminate their learnings via their own local community workshops. In this way, these students would become the 'Master Trainers' and grow the network of peer-to-peer trainers in a manner that could help achieve scale.

TechnoServe and the MasterCard Foundation have partnered to provide the Strengthening Rural Youth Development through Enterprise (STRYDE) program in East Africa, a region with demographic and socioeconomic similarities to the Philippines. STRYDE delivers a comprehensive package of services including skills training, business development and mentoring to young people ages 18 to 30 in Kenya, Rwanda, and Uganda. Participants in the

program take part in a three-month (80-hour) training program to develop life, entrepreneurship and career skills, followed by a nine-month follow-up program that includes business mentorship, employment and financial institution linkages. Participants also have the opportunity to apply their skills in experiential business exercises and to take part in program-sponsored business plan competitions. The knowledge that the young women and men gain from STRYDE helps them identify the best economic opportunities for their skills and interests.

A total of 7,105 young women and men have successfully graduated from the STRYDE program. The majority of STRYDE alumni are engaged in gainful employment. In Kenya, out of the 2,759 beneficiaries that have completed training, 54 percent are currently running micro- and small enterprises, 17 percent have found wage employment and 16 percent are in school. In Uganda, out of the 1,692 beneficiaries who took part in the first two cohorts, 79 percent are running micro and small enterprises, 12 percent are in employment and two percent are in school. UPLOAD JOBS Mindanao can consider the comprehensive end-to-end support provided by the STRYDE project to help ensure that the in-class learning outcomes are relevant upon successful completion and that the transition into employment is part of the package (Winter, 2013).

The review of academic research and entrepreneurship programs highlights the need for education to be an end-to-end process for maximum sustainability and impact. Following the curriculum and teaching methodologies ensures that the learning outcomes are the result of creative and innovative youth who are able to think critically and independently. The review of real-life case studies highlights the need for ongoing education and support outside of the classroom. With the current government advocating the importance of entrepreneurship in the

Philippines, along with the recent support of the DBP and proposed policy changes, the environment in the country is one with an aim towards enabling entrepreneurship among youth. It is clear that multi-stakeholder partnerships are at the center of success for such programs. It is recommended that engagement with the many relevant institutions, organizations and government bodies be leveraged in order to share learnings, resources and best practices.

### **Evaluation Methodology**

With safety concerns due to the continued tension and firefights between the Moro Islamic Liberation Front (MILF) and the Bangsamoro Islamic Freedom Fighters (BIFF) in the Central Mindanao region in the Philippines, the evaluation methodology was adapted to administer data collection from Manila, Philippines. Project partners and participants (OSY) met for a two-day workshop and trainers' summit on February 19-20, 2015 in Manila; the capital proved to be a suitable and safe site for project stakeholders. As such, the external evaluators requested and received approval from HED for the appropriate travel funds to ensure access to the UPLOAD JOBS stakeholders, and prioritized the stakeholders who would travel to Manila in partnership with the UH project director and coordinator. Cost estimates were provided and broken down into two categories: *basic* and *preferred* data collection methods. Additional stakeholder interviews were conducted with the UH project director and coordinator in Manila as well. Additional project staff and stakeholders from the University of Hawaii – Manoa were interviewed via Skype and phone after the Philippines-based fieldwork, enabling complementary data collection to the onsite evaluation work conducted in Manila.

## **Study Overview**

The following section details the elements of the study design, namely the multiple, mixed methods used to provide a holistic evaluation approach: case study using HED evaluation framework, a retrospective cohort study approach, participant observation, member checking, and virtual interviewing techniques. The data collection methods and management section details the selection and sampling techniques, construction of the interview protocol and focus group questionnaire, and the management of the data collection process. Additional information is provided regarding the logistics and stakeholder management process that was required of the external evaluators in order to effectively conduct the fieldwork offsite in Manila, rather than in the Central Mindanao region, due to the ongoing conflict and US State Department travel warning in place at the time of the evaluation.

## **Study Design**

Standards of qualitative research were employed in conducting this project. The University of Hawaii - Manoa and Southern Christian College assisted with scheduling interviews, arranging facility space, and facilitating communication with SCC stakeholders. The interview protocol and focus group questionnaire was constructed to capture data relevant to HED's evaluation needs. However, it was also generated to reflect the goals and objectives of training OSY in the Central Mindanao region as well as to build the capacity of SCC stakeholders. Previous instruments developed by Fellner and Sofianos (2014) for a HED evaluation of a JOBS project in Barbados served as a framework of adaptation. This is discussed

in greater detail further in this report and the completed focus group questionnaire and interview schedules are provided in their entirety in the Appendix.

**Case study using HED evaluation framework.** Using a case study approach as the primary research strategy, the external evaluation centered on an up-close, in-depth, and detailed examination of the UPLOAD JOBS project, inclusive of its related contextual conditions. The case study evaluation method relied on multiple sources of evidence (e.g. desk review, in-person and virtual interviews). The method also benefitted from the prior development of theoretical propositions in entrepreneurial education and curriculum. The external evaluators integrated the sub-criteria (management systems, decision-making processes, contextualization, logic, results, outcome level results, expansive effects, and program effects), guiding questions to examine the sub-criteria further, and the category coding schema of the HED evaluation framework to construct the tools and execution of the stakeholder data collection. Furthermore, this evaluation framework served as the guide for the presentation and discussion of findings. All sources of data, inclusive of document review, stakeholder interviews, focus groups sessions, and participant observation were utilized to examine the efficiency, relevance, effectiveness, impact, and sustainability of the UPLOAD JOBS project.

**Retrospective cohort study approach (historic cohort study).** This methodology was recommended given the uncertainty of reaching OSY due to the fieldwork being conducted offsite and outside of the Central Mindanao region. The external evaluators collected data from past records and open sources to establish two groups – trained OSY versus non-trained OSY. In the Retrospective Cohort Study, all the events – exposure (entrepreneurial training), latent period (duration of time after exposure), and subsequent outcome (business start-up) had already occurred in the past. The external evaluators collected the data during the desk review and fieldwork phases, and followed-up with OSY cohorts to supplement the retrospective study.

Often used in medical studies with patients who are already known to have a disease or condition (NEDARC, 2012), the retrospective cohort study allowed the external evaluators to obtain preliminary measures of association between the entrepreneurial short-term training and improvement of livelihoods, as well as to offer recommendations for future studies and interventions. The exposure and outcome information in the cohort study were identified retrospectively by using UPLOAD JOBS monitoring and evaluation reports and datasets, reviewing OSY progress, and conducting focus group sessions.

**Participant Observation.** Although not an original component of the proposed evaluation methodology for the external evaluation, this data collection method was added as a capacity building training observation. Leveraging the attendance of SCC stakeholders for the external evaluation, UH scheduled and delivered a DiSC Leadership Activity for non-OSY participants. This activity enabled one of the external evaluators, Dr. Fellner, to engage in Passive Participant Observation (one of five different types of Participant Observation) in a bystander role. In participant observation, a researcher's discipline-based interests and commitments shape which events he or she considers are important and relevant to the research inquiry (Emerson et al., 2001). The four stages that most participant observation research studies document are:

1. Establishing rapport or getting to know the people.
2. Immersing oneself in the field.
3. Recording data and observations.
4. Consolidating the information gathered. (Howell, 1972)

As a passive participant observer, the external evaluator had established rapport with both UH and SCC participants during the stakeholder interview process as well as through the sharing of meals over the course of the fieldwork, and had immersed oneself in the field by a thorough desk review of project documents prior to the fieldwork. The external evaluator then proceeded to recording data and observations of the DiSC Leadership Activity and later consolidated the information gathered as a component of the overall evaluation.

**Member Check.** Furthermore, the external evaluators added member checking as a validation strategy post-fieldwork to help improve the accuracy and credibility of the UPLOAD

JOBS external evaluation. Member checks completed after a study are completed by sharing all of the findings with the participants involved. This allows participants to critically analyze the findings and comment on them. The participants either affirm that the summaries reflect their views, feelings, and experiences, or that they do not reflect these experiences. If the participants affirm the accuracy and completeness, then the study is said to have credibility. These member checks are not without fault, but serve to decrease the incidence of incorrect data and the incorrect interpretation of data. The overall goal of this process is to provide findings that are authentic, original and reliable (Creswell, 1994). According to Morse et al (2002), member checking is a good method to use when conducting participant observations, or any other form of qualitative research, because they increase data and research conclusion credibility and transferability.

Member checking was conducted in partnership with the UPLOAD JOBS UH Project Director and Project Coordinator by sharing the findings of the external evaluation. Both parties reviewed the findings and provided comments and areas of clarification, and in doing so, affirmed the accuracy and completeness of the study. Areas of clarification included that SCC was the mandated choice by USAID with whom UH was chosen to work; “non-essential” personnel were those not considered to be key personnel for program development and activities; rationale for business plan competition award amounts and the subsequent reduction(s); the delivery of the Cohort 4 training program in a mix of English and Tagalog; the target audience of the CAFE design extended beyond the OSY; occurrence of faculty trainer compensation issues internal to SCC; focus on training module content rather than “curriculum” was driven by the requirement for approval by the Filipino government for any new curriculum or curricular revisions; the

addition of a la carte modules for OSY who missed a module(s) from previous cohorts, and the promotion of using a local agricultural products as an input. Although the member checks were not without fault, it certainly served to decrease the incidence of incorrect data and the incorrect interpretation of data for the UPLOAD JOBS external evaluation. The overall goal of this evaluation method was accomplished, namely to provide findings that are authentic, original and reliable, thereby increasing the data and research conclusions credibility and transferability of the UPLOAD JOBS external evaluation as it applies to entrepreneurship training and business planning and development efforts for OSY and programming in conflict stricken regions.

**Virtual Interviewing.** A virtual interview is any form of interview that uses information and communication technologies (ICTs) such as email, discussion board, and real-time chat (Opdenakker, 2006). It is a specific form of virtual research that enables researchers to use the immediacy of the internet to access participants and gather data for qualitative research investigations. Virtual communication has become one of the main forms of human engagement and is used in the transmission and exchange of ideas, experience, and attitudes.

It follows that ICTs provide unique and inventive opportunities for qualitative researchers in terms of connecting with a geographically disparate group of participants. As such, virtual methodologies offer further practical benefits such as reduced costs related to transportation, site selection, and participant recruitment. Much of these costs are mitigated as recruitment is negotiated through email or telephone, which in turn makes apparent reduced travel and venue costs.

Clarke (2000) categorizes the benefits of online qualitative research as 'communication facilitation' and 'practical and economic'. In regards to communication facilitation, online

methodologies provide a means of overcoming, but not removing, barriers of time zones and geography. Participants from various time zones and regions can participate with minimal barriers to their participation. Other benefits include the documentation of communication through technology, active participation and engagement across a variety of modes (voice to video to text), the possibility of authenticity and honesty in information exchanges (interviews and focus groups), and critical review of submissions prior to posting (if the exchanges are asynchronous). Further benefits include online data storage and archiving (recorded interviews, focus group observations, etc.), and ease of publishing and updating results online.

With virtual methodologies, however, there are significant limitations which must be addressed in the particular dynamics for each research project. Some of these limitations might be classified as 'technological,' 'missing cues,' and 'skewness'. Crichton and Kanash (2003) acknowledge the potential disruption of the non-receipt of messages, disjointed contributions, and the temporary nature of individual participation and online groups. In regards to virtual interviewing through online telephony services (e.g. Skype), the further potential exists for interruptions, missed meanings, and potentially disruptive disturbances all of which might negatively impact the interviewer/interviewee dynamic. Further, there is the removal of non-verbal behavior or sensory cues, such as appearance, facial expressions, posture, and hand gestures from both the interviewer and the interviewee. Some participants do not experience "being in", or being present, in the interview when it is held online as opposed to face to face. However, many of these limitations in virtual methodologies are inherently overcome as "little is left unquestioned in terms of specific data because it is necessary to ask for continual clarification from the participant throughout" the virtual interview (Bianco & Carr-Chellman,

2007). In short, the interviewer in virtual methodologies, precisely due to the absence of non-verbal cues, is forced to ask for clarification leaving less room for ambiguity in the data. Overall, many of these limitations can be overcome through the selection of an appropriate virtual methodology that looks to balance the data collection needs to establishing the authenticity of the interview experience.

Table 1  
 Summary of Differences between Face to Face and Virtual Methodologies  
 (adapted from Bianco & Carr-Chellman, 2007)

Face to Face	Telephone, Internet Telephony, or Computer Mediated
Visibility of facial expressions	Absence of facial expressions and body language
Personal qualities of establishing rapport with the participant	Voice tone assistance in establishing rapport (telephone); absence of personal contact to aid in establishing relationship with participant(s). (text)
Communication is more natural to many people in conversation form	Conversational tones are possible (telephone); conversational tones are possible, but limited (text)
Travel time required	Travel time saved
Transcription costs incurred	Transcription costs incurred (telephone); Transcription costs saved (text)
Travel costs incurred	Costs may be low or non-existent
Ability to interview a limited number of respondents	Ability to interview many respondents including those abroad, disabled, elderly, housebound, or other segments of the population that might find it difficult to travel

The types of virtual interviews include structured, unstructured, and semi-structured interviews, in-depth interviews, focus groups, and group interviews. Each follows the same logic in terms of suitability of method for types of data collected (Turney & Pocknee, 2004). Internet-

mediated focus group discussions may use different media when compared to face-to-face focus groups, but it is the contention of the authors that they share all but one of the key features of a focus group outlined by Krueger (1994) and Morgan (1988). The six key characteristics identified by Krueger (1994) are: focus groups involve people; they are conducted in a series; participants are reasonably homogenous and unfamiliar with each other; there is a procedure for collecting data; the data is qualitative; and, they constitute a focused discussion.

The technological applications employed within a virtual methodology also inherently structure data collection. Further research has demonstrated that instant messaging applications and SMS prove useful in conducting virtual research, particularly with students (Hinchcliffe & Gavin, 2008). Internet telephony, commercially best represented by Skype, poses significant advantages for conducting virtual interviewing as well, particularly if the technological infrastructure exists to support video functionality. While Janghorban et al (2014) suggest a considered evaluation of Skype based on its capacity for executing a research methodology, they do approve its use for conducting online research of the sort conducted in this project. O'Connor and Madge (2003) go further in validating the appropriateness of Skype specifically for focus groups, a data collection method of this project.

### **Data collection methods and management**

The evaluation plan was aligned with HED's evaluation needs to gather data from UPLOAD JOBS project stakeholders and to assess the efficiency of external stakeholder engagement, relevance of external stakeholder engagement and the intervention content, effectiveness of the intervention, potential for lasting effects, and recommendations for partnership sustainability.

The evaluation methodology was a mixed methods approach, described by Johnson et al (2007) as the combination of elements of qualitative and quantitative methods (i.e. qualitative and quantitative data collection, analysis, and inference techniques) for the purpose of breadth and depth of project understanding and impact. The data collection plan consisted of stakeholder interviews and focus group sessions, conducted both onsite and through virtual interview techniques with remote stakeholders.

The data collection tools for both the virtual and face-to-face methodologies used for this research are provided in the Appendix, and include the following:

- Focus group questionnaire;
- Interview Schedule and Guide;
- Stakeholder lists;
- Consent and Participation Forms; and
- Resources Consulted.

Prior to relocating the fieldwork from Mindanao to Manila, the timeframe provided a 15-day window to travel and conduct field site visits. The window was considered sufficient time for the external evaluators to collaboratively collect data for both stakeholder interviews and OSY focus group sessions. However, upon shifting to conducting fieldwork to Manila due to the

conflict situation, the external evaluation timeframe shrunk to an 8-day window with only 3 days to interview 13 stakeholders and conduct 6 focus group sessions with OSY (See **Stakeholder Interview and Focus Group Schedule** for further reference). In order to accommodate the compressed timeframe, the external evaluators adapted the evaluation methodology consistent with the individual strengths of the team, with Ronda Zelezny-Green leading the OSY focus group data collection and Dr. Fellner leading the stakeholder interview data collection.

Although no additional funding obligation was needed from USAID to cover the contingency costs, HED's USAID/Philippines Associate Award could not accommodate any additional expenditures. Consequently, the external evaluators accepted responsibility for managing the off-site logistics and stakeholders travelling from Mindanao to Manila. Additional pre-fieldwork responsibilities included preparation and submission of an evaluation contingency budget detailing airfare, per diem, lodging, room rental, supplies, transportation, and interpretation service costs for the Philippines stakeholders. HED assumed the airfare, lodging, meals, room rental, supplies, and interpretation costs directly with the identified travel agent, hotel personnel, and the interpretation service provider. Dr. Fellner, in collaboration with HED, managed the monetary advance of the necessary per diem costs associated with contingency. Once onsite, Dr. Fellner managed the disbursement of funds (per diem, transportation reimbursement) among the stakeholders using local currency, in addition to the tracking and reporting of the receipt of funds to HED.

## Stakeholder Interviews

The interview protocol for the UPLOAD JOBS Project stakeholders was developed by Dr. Fellner and collaboratively adapted accordingly with Ronda Zelezny-Green to best meet the needs of Higher Education for Development (See **Appendix 1**). Furthermore, the instrument was adapted for interpreting purposes for stakeholders who were not fluent in English (See **Appendix 2**). Stakeholders answered questions regarding the efficiency of external stakeholder engagement, the relevance of external stakeholder engagement and the development intervention content, the effectiveness of the intervention, the likelihood of lasting effects, and recommendations for partnership sustainability.

UPLOAD JOBS stakeholders were identified through the desk review process and collaboratively with HED and University of Hawaii - Manoa. Stakeholders were categorized as tertiary institution stakeholders, specifically University of Hawaii - Manoa and Southern Christian College; Out-of-School Youth (OSY); USAID Philippines, and Higher Education for Development (HED).

Invitation letters were composed for each individual stakeholder detailing the day and time of their interview session. With the assistance of UH and SCC, stakeholders were contacted in advance of the fieldwork scheduled for May 15-17, 2015. UH stakeholders assisted in the scheduling of interviews with SCC stakeholders. The external evaluators conducted all the interview appointments with each stakeholder. Stakeholder interviews were scheduled for 90-minute blocks of time while onsite in Manila. All data was digitally recorded at the time of the interview, and interviewer notations were made as appropriate. Remote stakeholder interviews

with SCC and UH were also conducted using Skype and telephone upon return from the onsite fieldwork in Manila.

Prior to participation, stakeholders read a Participant Information Sheet prior to completing a Statement of Informed Consent (See **Appendices 4 and 5**). These statements informed stakeholders that their participation was voluntary, they could choose to leave at any time, and that they agreed to have the conversation digitally recorded. Stakeholders were assured that their conversations and identities would be kept confidential, and informed that the focus groups would center on their opinions of and experiences with the training events.

Stakeholder interviews were managed by the external evaluators. Dr. Fellner and Ms. Zelezny-Green transcribed all stakeholder interviews and recorded notes. Each external evaluator separately coded the stakeholder interview transcriptions using an open-ended coding scheme allowing for themes and trends in the data to surface. This was followed by a search for patterns in the coded data to categorize them by similarity (things happen the same way); difference (they happen in predictably different ways); frequency (they happen often or seldom); sequence (they happen in a certain order); correspondence (they happen in relation to other activities or events); and causation (one appears to cause another) (Saldana, 2009). Once completed, the evaluators compared coding for inter-rater reliability and integrated the coding schema into a comprehensive findings report.

### **Focus Groups**

Focus group protocol for the OSY was developed by Dr. Fellner and collaboratively adapted accordingly with Ronda Zelezny-Green to best meet the needs of Higher Education for Development. The questions were further adapted for interpreting purposes for stakeholders

who are not fluent in English, and the format was also adapted for a more presentation-friendly format for OSY (See **Appendix 3**). The OSY answered questions about JOBS Project awareness, motivation to participate in the intervention, the efficiency of external stakeholder engagement, relevance of external stakeholder engagement and the development intervention content, the effectiveness of the intervention, likelihood of lasting effects, and recommendations for partnership sustainability.

UPLOAD JOBS OSY (project participants) were identified through the desk review process and collaboratively with HED. OSY were categorized by cohort and the regional barangay they reside in. Invitation letters that detailed the day and time of their focus group session were composed for each individual OSY. With the assistance of UH and SCC, OSY were contacted in advance of the fieldwork scheduled for May 15-17, 2015. An interpreter fluent in Tagalog and Ilonggo was present for all OSY focus group sessions and worked alongside the external evaluator (Ronda Zelezny-Green) as an accommodation for the data collection. Focus group sessions were scheduled for 90-minute blocks of time and conducted onsite in Manila. All data was digitally recorded at the time of the focus group, and interviewer notations were made when necessary. Prior to participation, OSY read a Participant Information Sheet; they then completed a Statement of Informed Consent (See **Appendices 4 and 5**). These statements informed OSY that their participation was voluntary, they could choose to leave at any time, and that they agreed to have the conversation digitally recorded. OSY were assured that their conversations and identities would be kept confidential. They were also informed that the focus groups would center on their opinions of and experiences with the training events.

Focus groups discussions were managed by Ms. Zelezny-Green, who also transcribed all focus group sessions, recorded notes, and coded the transcriptions using the same open-ended coding scheme as the stakeholder interviews. Once completed, the evaluators integrated the coding schema with the stakeholder interviews into a comprehensive findings report.

### **Data Analysis**

The analytical framework and interpretation of findings plan is a content analysis approach for the data analysis. This involves a process of transcribing and coding the data, followed by the identification of emerging patterns and themes in the data. Once categorization was completed, the findings were interpreted according to their ability to provide both qualitative (attitudes, significant passages and anecdotal evidence) and quantitative (frequency of categorizations found in the data) evidence to evaluate the following:

- Efficiency of management processes and systems;
- Relevance of program design;
- Effectiveness of program implementation;
- Impact of program intervention; and
- Potential for program sustainability.

Content analysis was the suggested analytical method because it fits the material into a model of communication; since all the data generated from this research will be transcribed text, there is increased confidence that the data will be relatively uniform. This analysis type also makes it possible to systematically explore the data to extract patterns and themes as well as to develop relevant categories from the systematic analysis; this means that the categories that emerge are predictable. Finally, content analysis provides criteria of reliability

and validity which allows us to compare these results with other studies with some confidence (adapted from Mayring, 2000).

The potential weaknesses of content analysis were offset in this study by the different types of data being collected: desk research, stakeholder interviews, and focus groups. The patterns and themes emerging from one data point were triangulated across the other two data points leading to a more holistic set of findings.

### **Study Limitations**

The study focused on the perceptions of and experience with the UPLOAD JOBS for Mindanao partnership between the University of Hawaii - Manoa and Southern Christian College (SCC) in Midsayap, Cotabato. The study is restricted to the JOBS stakeholders as identified by Higher Education for Development (HED), University of Hawaii - Manoa, Southern Christian College (SCC), and the evaluation consultants. Further limitations of the study include:

1. The duration of the study was limited to the time period of February 1 – May 22, 2015.
2. Desk review materials were provided by HED although evaluation consultants also utilized open source and public domain content for data analysis.
3. Project progress reports were only be available through March 31, 2015 as the UPLOAD JOBS partnership will be active through June 30, 2015.
4. Onsite data collection was limited to three business days, May 15-17, 2015.
5. Stakeholder interview and focus group data only reflect those stakeholders available and willing to participate during the onsite data collection. Additional data collection gathered through the virtual methodology served to mitigate this limitation.

6. The OSY and barangay captain needed an interpreter. SCC trainers and staff had a good command of English. However, because English is still a second language for these stakeholders, some understanding of and communication with the evaluators may have been impeded.
7. Errors due to confounding and bias are more common in retrospective cohort studies than in prospective studies.
8. Participant observation of a group of people or an event is never going to be the full description. This is because recorded data is inevitably influenced by researchers' personal beliefs of what is relevant and important, and also plays out in the analysis of collected data.
9. Member checking relies on the assumption that there is a fixed truth of reality that can be accounted for by a researcher and confirmed by a respondent.
10. The external evaluation timeframe consisted of an eight-day window with only three days to interview 13 stakeholders and conduct six focus group sessions with the OSY.
11. Evaluation consultants for the UPLOAD JOBS Project were given a 14-day time period from the completion of fieldwork to transcribe and code stakeholder and focus group transcripts.
12. Evaluation consultants for the UPLOAD JOBS Project were given a 23-day threshold to complete all work.
13. The findings, conclusions, and implications of the study are limited to, and based upon, the analysis of the data obtained from the desk review, questionnaires and stakeholder interviews, and OSY focus groups.

## **Findings**

In order to be comprehensive in presenting study findings, the evaluation team linked the initial framework of human capacity building for out of school youth, faculty, institutional capacity building, and research initiatives to the performance objectives, project approaches, and project targets to fully assess the UPLOAD JOBS Project effectiveness and impact. Consequently, this Findings section focuses on the alignment of identified gaps in the development of entrepreneurship and those skills required in OSY in the Philippines with the original project concept, project targets and milestones for specified audiences. It also looks at the participants served (as detailed in the RFA) in comparison to the actual implementation and outcomes of project activities. Qualitative data gathered during the onsite fieldwork through stakeholder interviews, participant observation, and OSY focus group sessions is integrated to further contextualize the UPLOAD JOBS Project findings.

### **Efficiency of Management Processes and Systems**

This criterion in particular addressed the use of results-based management systems, partnership decision-making specifically as it related to program implementation, and the impact these processes had on efficient program implementation of the UPLOAD JOBS project. Of particular interest were areas of internal and external stakeholder and project beneficiary engagement, communication and relationships among project partners and stakeholders,

timeliness of project activities, project management (US partner institution, host country institution, and collaboratively), and overall program implementation.

### **Management Systems and Processes**

The management systems and processes during the UPLOAD JOBS project was characterized by a desire on the part of UH to be transparent, collaborative, and consistent in the approach to project implementation. The ability of UH to achieve these goals was heavily reliant on the quality and timeliness of communications, both virtually and face-to-face, with the project co-leaders among the SCC faculty and staff, especially as it relates to any engagements with the OSY. Overall, the evaluation showed that the management systems and processes adhered to by the University of Hawaii – Manoa, and shared with and adopted over time by Southern Christian College were critical to the project's success.

***Outcome-driven framework.*** The data analysis suggests that project administration and award management was effective overall, particularly on the UH and SCC levels. The 'groundtruthing activity' for baseline data collection appears to have set the foundation for stakeholder engagement and introduced the goals, objectives, and outcome-driven framework for the partnership. The partners made continued use of the results-based management system by collaboratively identifying measures and activities that could push the goals and objectives. UH regularly used the framework as a guide for the project and routinely related activities related back to project objectives. UH was viewed as the center of activity coordination purposefully to achieve goals and objectives and led any adaptations or revision to the

monitoring and evaluation plan. UH project staff leveraged face-to-face time together with project partners to deliver additional activities and further advance accomplishment of objectives and goals.

- “The proposal listed the timelines and activities. We had a groundtruthing to check with our SCC partners to make sure that the plan was realistic and validate goals, objectives. So we sat down and went through the plan activities.”
- “At times we felt that if we were going to go there and do something, we should do something else to take advantage of the situation. We realized it was a good thing to do so it got to be a practice.”
- “UH people are very focused on the goals and objectives of the project, as well as the SCC team. The objectives serve as the guide, so we really speak to those goals. The management of the two directors are focusing on how the project can accomplish its goals and objectives. And ensuring that the outcomes are really those that are decided by everyone, all the stakeholders.”
- “The UH also coordinated SCC and with this coordination helped us to achieve the objectives and goals of the program. They were the center of coordination of activities.”
- “UH and SCC were implementing the project per the details indicated in their work plan and M&E plan which were shared by ACE-HED to USAID. Project report documents showed that UH team is working towards goal achievement as planned, and at the same time taking advantages of opportunities that can widen the impact of the project. UH was also able to make adjustments as a response to the security situation in the project sites.”

- “Certainly, Dr. Chan as the lead in the project was very focused on the goals.”

SCC also used goals, objectives, and outcome-driven framework as their implementation guide and primary project management tool. The framework also served as a standard frame of reference and was used by SCC project leadership, staff, and faculty trainers to compare and evaluate SCC performance throughout the project:

- “SCC posted all the goals, objectives up to remind them what to do.”
- “From the start, the outcomes and objectives were presented to us. And then regularly we compared and evaluate our performance based on the goals and objectives of the project.”
- “In all of our project implementation, or example if we have a letter to go out to the barangay, to the OSY, or to the administration, it is always stated “where in the goals and objectives of the program does this fit?”
- “We keep track of all our objectives and goals and where we are because we have this PRIME report. We report on what we have done and what we have not been able to do. We always keep in mind what our main goals are when we are doing activities or we are implementing some certain objective, is it within our program implementation plan and are we following what has been set.”

Reported shortfalls of the results-based management system for the UPLOAD JOBS project was that although it facilitated project deliverables, it did not address the quality of training delivery. Furthermore, fiscal project management was outside of the framework and

the planning for sustainability of CAFE as a project outcome needed to begin earlier in the project:

- “I think we made the targeted activities, but how well we did it is another story.”
- “I think there was some question about the control of finances. Whatever the amount of money that was allotted through the grant to fund the new businesses based on the performance of their business plan. I think somehow it was rolled into the funds of the college (SCC). There was some question as to the allocation of that. So I’m not sure that was well managed.”

**Communication and relationships among project partners.** One of the most commonly cited project success factors among the stakeholders interviewed was that the coordination and implementation of communication among project partners was both consistent and timely, aided in large part by virtual communication tools such as email and Skype where face-to-face discussions were not possible. The University of Hawaii - Manoa team often initiated, led, and (where necessary) maintained such communication throughout the project, embedding the importance of adhering to program objectives in every activity carried out. While the strong project stewardship exhibited by UH was mostly welcomed, the evaluation pointed to this leadership as an infrequent yet prominent source of tension when communication styles and differences between the American and Filipino stakeholders were considered. Yet, even this challenge seemed to be overcome by the camaraderie nurtured among the UH and SCC faculty and staff members who committed to delivering the project. Patience and tact were two skills regularly employed to ensure a smooth workflow during the UPLOAD JOBS project.

There was evidence drawn from the interview data to suggest that communication and relationships among project partners was an iterative process that was largely effective. Stakeholders reflected on their approaches and offered suggestions on how to improve the project, examples of which are contained in the following sections.

Feedback on communication and relationships among project partners proved to be key in the overall efficiency of the management processes and systems. At project start, leadership agreed upon a set protocol among project partners: SCC communicates concerns, needs, milestones, successes with UH – UH communicates with HED – and HED communicates with USAID.

There was a strong sense of respect amongst the faculty and project stakeholders with most stating that coordination was seamless especially given the barriers of distance, language and security. There was openness in the culture and feeling that other members of the project team were available as and when needed. Good, harmonious relationships were reported among partners, project leadership was considered to be accessible, and trust was placed in leadership to resolve and program and fiscal management issues. The project team believed there to be genuine concern for the OSY and that staff were passionate about their work in international development. Collaboration and cooperation were highlighted by as being very strong by several stakeholders, as is made evident in the following passages:

- “I mean this was definitely a joint project. It was smooth operation...It just flowed together quite nicely. I mean, it was an efficient use of time.”
- “I think we all get along pretty well. We’re an all-female staff on both sides. When we get together, we’re very friendly, we care about each other’s health, family, and things like that. I do feel like the staff at SCC and if they have an issue they can come to us and resolve it.”
- “I think they worked together really well. The team at SCC is really good. The team at UH that Dr. Chan put together is really good, very competent, hard working. I think that the distance is difficult, the conflict is difficult.”
- “Fine, I really enjoyed working together with them. When they had issues, they would send me a skype and ask if they could talk to me...So I feel because they could send me a

skype message that they felt safe talking to me. I feel that the staff, that we have a really good relationship with the staff.”

- “I also think, in general, that the SCC group is very amenable. It may be cultural for them to agree and say yes, yes, we need to do that where in our culture we may say something is a bad idea. Agreement on skype doesn’t mean it happens.”
- “I think they worked together really well. The team at SCC is really good. The team at UH that Dr. Chan put together is really good, very competent, hard working.”
- “Communication, like I said, some of it was a learning curve. Skype meetings were scheduled regularly and sometimes there was a brownout so we had to deal with some technical difficulties that happen in a developing country. Communication and putting things the right way, culturally, when you ask people to do things. Like, when I would write to a team mate, I might just say “hey, can you get this done?” when talking to the Philippines you have to ask in a more roundabout, polite about it.”

Communication was referred to as constant with the main methods of communication as frequent emails and monthly Skype meetings. However, email communication required UH to provide SCC staff with professional development in proper usage and protocol as neither method was regularly used by SCC prior to UPLOAD JOBS. The time difference between Mindanao and Manoa was cited as a major challenge that required an adjustment period for SCC project staff. DropBox was later added as a communication tool as a solution to the time difference, but again required the training of SCC staff for implementation and usage purposes.

Regular in-field trips were taken to Mindanao for face-to-face training and meetings, and considered to be the most efficient time spent among project partners. Text messages

were a key communication means used, particularly between the faculty and the OSY. Connection challenges with the Internet impacted Skype meetings and intermittent security considerations made communication and in-field trips difficult, too. Cultural differences in communication were regarded as UH partners being too forward and SCC partners needing to seek clarification to avoid any misunderstandings:

- “They [SCC] do fantastic work regionally but in order to tap in to international funds, they do need some improvement on managing projects, talking to people, working with foreigners, planning trips. Communication has been a work in progress but related to capacity building.”
- “General effectiveness of communication has been a work in progress throughout the project. It’s expected. In my opinion it is really good for SCC capacity building too. We all come from very different worlds.”
- “So we went through a whole process of teaching them how to do email, email protocol, you need to answer emails within 3 days. Even if you don’t know the answer, please still answer the email because that is the way we’ll be communicating. We added the monthly skype calls with the whole project team, 3-4 people from UH and 3-4 people from SCC and they work, but the signal is not good often times and in an hour there is only so much you can talk about so we supplement with trips.”
- “For any project to work that efficiently, the communication had to be good... When I was involved with them, it was continuous every day.”

- “I think really good. I think there was a lot of very good communication, given the time difference. I think a lot of the communication was electronic. I think they would skype regularly but not always a good connection.”
- “We had regular meetings and did Skype or telephone if there was a brownout. We communicate different ways. Quite regular communication but then it’s never the same when you see them face to face. We tried to meet face to face. Things seems to be more efficient that way but there is always the safety aspect. So I would slowly begin to say that non-essential people should not travel or we would have 2 people travelling for safety purposes.”
- “Communication wasn’t bad. The timing was that their morning is our afternoon, so we overlapped from 3:30-5 and that would be 8:30-10 so we could meet. We started with agendas and then SCC took over. That’s how we started building capacity.”

**Communication Tools.** UH also integrated the use of DiSC<sup>®</sup> as a personal assessment tool used to improve work productivity, teamwork and communication. UH and SCC project leadership, project staff, SCC faculty trainers, and CAFE board members completed a series of questions that produced a detailed report, or profile, about their personality and behavior. These DiSC profiles were intended to facilitate better teamwork, minimize team conflict, and produce more self-knowledgeable, well-rounded and effective leaders.

Through participant observation, it was noted that UH and SCC project partners demonstrated a high level of comfort with one another and often joked and laughed throughout the training. Participants were attentive to the training facilitator and were very engaged and interested in reviewing DiSC profiles, their own as well as other project team members. Given

that this participant observation occurred after stakeholder interview data had been collected, the external evaluator was able to connect themes that had surfaced regarding communication and relationships among project partners with the four reference points of the DiSC assessments:

- **Dominance** – direct, strong-willed and forceful;
- **Influence** – sociable, talkative and lively;
- **Steadiness** – gentle, accommodating and soft-hearted; and
- **Conscientiousness** – private, analytical and logical

The SCC Project Director identified with this style characterized by accepting challenges, taking action and achieving immediate results while valuing competency, action, and concrete results. These characteristics supported qualitative data collection in regard to project leadership, identification and selection of SCC staff and trainers, adherence to a results-oriented framework, negotiating between Academic Affairs and Research/Extension Services, and flexibility in responding to the ongoing security situation in the region.

UH project leadership DiSC profiles demonstrated “I” or influence as their prominent style, marked with an emphasis on shaping the environment by influencing or persuading others. It is this style that is associated with project implementation strengths, which signals some concerns for project sustainability as no SCC team members identified with this style as a dominant trait. Characteristics and values associated with “I” styles such as collaboration, coaching, group activities, and relationships were supported in the qualitative data collection in regard to overall project management and leadership, accomplishment of goals and objectives, quality of communication, leveraging of opportunities to provide additional training, and relationship building among partners.

SCC project staff and the majority of the SCC trainer profiles identified “S” as their prominent style, characterized by being motivated by cooperation, giving support, and maintaining stability; and described as calm, patient, predictable, deliberate, stable and consistent. These characteristics supported qualitative interview data in regard to trainer selection and engagement, dual appointments as faculty and UPLOAD JOBS trainers, willingness to collaborate, retention for the full duration of the project, communication challenges, time difference, reporting requirements, and the need for process improvements in personnel, financial management, and technology usage.

CAFE staff and stakeholder profiles reflected “C” or conscientiousness as their prominent style or strength, characterized by being motivated by opportunities to gain knowledge and share expertise. As the CAFE is structured to engage local support and expertise specifically to provide business development assistance, these profiles appear to be synergistic with the prescribed roles and have the potential to further facilitate project efficiency and impact.

**Table 2: Description of DiSC Profile**

	<p><b>Dominance</b>  <i>Person places emphasis on accomplishing results, the bottom line, confidence</i></p>	<p><b>Behaviors</b></p> <ul style="list-style-type: none"> <li>- Sees the big picture</li> <li>- Can be blunt</li> <li>- Accepts challenges</li> <li>- Gets straight to the point</li> </ul>
	<p><b>Influence</b>  <i>Person places emphasis on influencing or persuading others, openness, relationships</i></p>	<p><b>Behaviors</b></p> <ul style="list-style-type: none"> <li>- Shows enthusiasm</li> <li>- Is optimistic</li> <li>- Likes to collaborate</li> <li>- Dislikes being ignored</li> </ul>



**Steadiness**

*Person places emphasis on cooperation, sincerity, dependability*

**Behaviors**

- Doesn't like to be rushed
- Calm manner
- Calm approach
- Supportive actions
- Humility



**Conscientiousness**

*Person places emphasis on quality and accuracy, expertise, competency*

**Behaviors**

- Enjoys independence
- Objective reasoning
- Wants the details
- Fears being wrong

**Communication with SCC faculty.** Following the protocol established by the project leadership, SCC faculty serving as UPLOAD JOBS trainers only communicated through SCC staff, not directly with UH. Consequently, project goals and objectives were communicated directly to deans but not to faculty. This resulted in a lack of clarity and faculty did not fully understand they were also beneficiaries until later in the project. Since SCC faculty were not involved in any communication that did not concern them, there was no first-hand knowledge of the budget and it caused somewhat of a disconnection between UH and SCC faculty.

- “Actually, when I was tapped for the project, it was not clear. The objective of the project was already given to our heads, deans and principals, but to those of us who would be directly involved in the project, it was not clear to us... Eventually, toward the second cohort, we understood that we were also beneficiaries of the project, as teachers.”
- “As a trainer, we were only involved in communication that concerned us. Like financials, we weren’t included. Training, who are participants, who are partners, then

we were given information about this. No regular meeting schedule for the trainers with the project team or SCC team. Only if it concerned us.”

**Communication challenges.** There was some concern voiced over the roles of people who participated in the project, as well as the hierarchy. Yet, this did not appear to be a common theme and the situation was effectively managed and overcome.

- “I did feel, however, that there was a bit of a power struggle with us wanting to tell them how to do things because we were trying to follow USAID standards. I felt that sometimes they did not always want to do that, partly because the culture and then also a bit of a struggle figuring out who gets to make decisions. I also think it was a trust thing. Once we felt that we could trust them to meet the objectives and some of the standards that USAID has, then we felt comfortable handing things over to them.”

Another project challenge was the noted changeover of the HED point of contact. But again, this was overcome with the induction of a more permanent point of contact.

- “I have observed some communication challenges between HED and UH. There were probably a couple of times when HED POC changed and communication became a challenge.”

Transparency with pay and differing amounts paid to trainers posed an unexpected but noteworthy issue that created some friction amongst trainers. The situation was effectively managed via an open discussion process.

- “They are paid full-time as teachers from SCC but for the project they are trainers and we pay them as trainers. So there was an issue where they felt there was not enough

transparency on how the decision was made on how much they got paid. Originally we thought this was an SCC issue because in the agreement as a sub-awardee they are responsible for all employment issues and part of their responsibilities. But as we listened more to the teachers, they were becoming disgruntled and were all being paid different amounts. What we did was put together a plan where we calculated how much you got paid per module days, primary teacher paid more and secondary teachers paid less, calculated back pay for teachers back to the beginning and forward calculated through the end of the project. We were all sitting around one table and showed SCC and all the teachers, we hear you, here's the plan we put together. I thought it was a good process to go through and I don't think it's standard to talk about pay."

From the perspective of the youth, changes in the prize money that was allocated raised concerns and caused confusion amongst the different cohorts. During the focus group discussions it arose that there were feelings of sorrow and sympathy from cohorts who received the higher rewards towards those in the cohorts who received less. The reason for the variances in prize money was not clearly known or explained to the youth who helped facilitate subsequent trainings for their peers. The following passages are accounts from the OSYs and exemplifies several instances from the data when these anomalies were raised:

- "OSY: We have really, it's also an issue because in our pricing, our startup capital... [speaks in local dialect].

Interpreter: Ok they are saying that the top ones are getting a lot higher amounts and then the lower places are small.

Moderator: Ok so what place were you?

OSY: I got first place mam, 400 dollars or 16,000 [pesos].

OSY: 300 dollars, second place. Equivalent to 12,400 pesos.”

- “Everybody received prizes but not the same amount....60000 first place....The second is 50 [thousand]. 50 and 40 [thousand]....20 then 10.”
- “16 [thousand], 12 [thousand], 8 [thousand], 5 [thousand] and two thousand five [2,500].” [These two statements above reflect the differences between cohorts and the prize money.]
- “Since they facilitated the next batches, they [the OSYs in Cohort 1] were also surprised why the prize went down [for subsequent cohorts].”
- “So [OSY] thinks that because their group was bigger and they were complete with 60 [participants], so that’s why they were given bigger prizes.”
- “Ok she’s saying that they were hearing some rumors because that there were only few [people] remaining for their group, and that people were sort of losing interest, that’s why they lowered the prize.”

In contrast to the statements above, during the member checking process the evaluators found that the reasons for the changes in the prize money awarded could partially be attributed to the ways in which the OSY managed the funds once they were disbursed:

- “Also for the prizes, the first ones were suggested by our team, however the others were suggested by [the] SCC team and UH agreed based on their reasoning.”

- “We worked with SCC to significantly reduce the business plan competition awards because they were not being disbursed and used in an efficient manner, and the teams were not being accountable to the funds. For example, teams broke up shortly after the training program, then had difficulty dividing the large assets. The original amounts were very high, and we were not seeing the money being spent properly.”
- “Our team made the award amount very high for Cohort 1, without full understanding of the income trends of the region. Our SCC staff tried to oversee each of the awards, but with teams in rural areas and splitting up, it didn't always work as well. Each team put together a budget for their award, and submitted it to SCC. For the larger items, SCC purchased the item and gave it to the OSY team. Some other expenses (i.e. labor, raw materials), the OSY were given money and made purchases themselves. For Cohort 3, SCC complained that the amounts were too high, and that the OSY were not able to spend the whole grant, and some of the spending were unaccounted for. They also said the difference between 1st and last prize was too high, and all the other businesses were not receiving any start-up funds. Some businesses require more initial capital, whereas some do not. Therefore, we reduced the award amounts, making the first prize a lot lower, and offering a consolation prize to all businesses. We also told them they can come request additional funding from SCC if their business needs it, but they need to demonstrate need for funding.

To improve management, we made the decision to make all purchases for the OSY-- meaning that our staff had to physically purchase every single supply / pay all labor for around 12 businesses. Still, we had documented cases of OSY returning their business

supplies to the vendor and pocketing the cash. In cases like this, our staff had to confront the OSY and make them pay the amount back. To put things in perspective, the Cohort 1 first prize received about \$2000 USD, which is equivalent to the annual household income for many of our OSY, and we changed the first prize to \$400 USD. I could see why the OSY would complain about this change, but we made the decision to ensure we were responsibly spending the grant amount.”

While the intent of this report is not to scrutinize the finances and distribution of them, it was an important finding and one worth mentioning not only for the obvious concerns around these anomalies, but also for its impact on the OSYs and their motivation levels based on diminishing or inconsistent rewards.

**Identification and Selection of Project Beneficiaries.** The identification and selection of OSY and SCC trainers was grounded in management systems that were readily identifiable by project stakeholders. However, stakeholders also noted elements of both of the processes that had implications for the overall project efficacy as it related to the Filipino culture and infrastructure of Southern Christian College.

***Selection Criteria and Process - OSY.*** The youth selection process was run at the community level and rooted in local support derived from an established protocol that involved government officials and barangay captains. Considered imperative to project success and applicable with and without conflict, SCC project staff coordinated with barangay and local leaders in Mindanao to identify OSY in their communities and municipalities. The barangay would call all eligible youth together for the screening, with up to 100 youth applying for the

project during such gatherings. Maintaining a gender balance was often a challenge. Nonetheless, this challenge was mitigated by selecting girls who may not have scored high enough on their screening survey results but were still deemed to have sufficient potential for successful program completion. Both the faculty and the youth felt that the process could be improved through tighter screening, including targeting those youth who were more entrepreneurial-minded or previously experienced in business. It was believed that this would positively impact the participant dropout rate at the training stage and the number of OSYs who maintain their commitment to their businesses once launched.

- “Ok one reason [for dropouts] is that some participants are over 25 and they already have families so they lose focus because they have to provide for their families.”
- “We work with the barangay captain and the barangay captain calls all the youth that are within the age range and they all sit down take the screening survey. We get the screening survey results, analyze them, and then select 60 OSY for each cohort. More than 60 apply, sometimes 100...Screening surveys were both in English and Tagalog.”
- “There is a selection process done. Especially in Midsayap, this area is known for being a conflict area in Mindanao. The OSY were selected through the coordination of the barangays, and then the barangay identified the deserving OSY to be part of the program. Especially those from the most remote areas with the least fortunate OSY.”

Once identified, OSY were gathered to complete an assessment tool developed by UH which was designed to select OSY who demonstrate entrepreneurial traits and conceivably may have a better chance of success post-training. The assessment or ‘screening survey’ was scored and analyzed by UH project partners, and made available in English and Tagalog. Based on

survey results, UH selected the OSY training candidates and the SCC staff communicated these recommendations back to the barangay captains and local officials.

Perceived limitations of the instrument as a selection tool included being patterned for US entrepreneurs, lack of consideration for Filipino culture, and absence of contextualization for Mindanao OSY. Safety considerations also impacted OSY selection, causing Cohort 3 to take place in Esperanza. The identification of OSY, however, remained consistent and followed the same protocol in working with local officials and barangay captains.

- “So basically, we thought that we could do a better job of selecting youth that have a higher probably of entrepreneurship. So one of the students, Cynthia, developed an assessment tool based on certain traits on entrepreneurship, innovativeness, locus of control. We administered to the community when we announced this program (before each training of the cohort) then we selected based on the score (there was a method to calculate the score) and we’d select between 40-60 and move forward to the training.”

***Selection Criteria and Process - Faculty.*** The selection of UPLOAD JOBS trainers began with the identification of SCC faculty based upon the courses they were teaching (finance, business plan, and marketing) and their relevance to the pre-constructed UH modules. Interviews were conducted with faculty who expressed an interest and positive response to the opportunity. Although SCC faculty helped facilitate the project, their initial understanding on faculty project engagement was that they would be performing extension duties as part of requirements for SCC accreditation. UH depended on SCC to recruit the faculty to be trained and they remained the same ones throughout the project.

- “Selected based on dedication to the project and to the OSY.”
- “I think, I’m not so familiar but I know with SCC they will always pick someone who can really do the job.”
- “I believe it’s because of their expertise and involvement. I know for instance [stakeholder] you know, is an expert in tropical agriculture. The area that [they] work[s] in in Hawaii is similar to that in the Philippines. But I believe it’s because their expertise and their involvement in similar activities.”

### **Decision Making Processes**

Decision-making processes were also examined, particularly how the partnership tended to make decisions regarding implementation and whether the processes contributed to efficient program implementation. Primary decisions made to launch the project were related to the current infrastructure and processes of Southern Christian College.

**Southern Christian College infrastructure.** Although leveraging SCC faculty in relevant content areas as UPLOAD JOBS trainers was considered to be both efficient and effective, it resulted in an ongoing challenge at SCC. This is because of the required coordination between the Vice President of Academic Affairs and the Vice President of Research and Extension at the institution. As SCC faculty and contracted employees, their responsibility is to teach and serve their students. They report to their departmental deans who in turn report to the Vice President of Academic Affairs. As UPLOAD JOBS trainers, SCC faculty reported to the Vice President of Research and Extension. Hesitancy was described at the beginning, with SCC not realizing the extent of SCC faculty involvement. What to be done was clear, but not how, and required decisions to be made on how SCC faculty would be involved.

- “Our main job as a teacher helped. This could be our part-time job, we still have our main duty which is teaching in the classroom. I have 2 bosses – the academic and the extension. There is no problem if the 2 masters think the same. But if they have 2 separate perceptions then there are problems. You have one saying that you can only do your training on the nights and weekends so it will not disturb our regular classes.”
- “We use all the school facilities, involvement of the faculty. The faculty are under the Office of the VP of Academic Affairs, and UPLOAD is under the VP of Research and Extension. So the moment they tried to get the faculty involved, the VP of AA reported that to me. They have classes and that work must be done first! Otherwise they miss their classes in which case policy is student first! We had to discuss this as a matter of not putting the SCC students in jeopardy. That’s why we scheduled UPLOAD sessions on Saturdays or Sundays otherwise classes would be missed. In the project proposal, one

of the goals is to train the capability of the faculty, so that was clear. But the involvement, was not clear, how that was going to be done.”

**Project budget and financial management systems.** Decisions needed to be made regarding project budget and financial management systems at both UH and SCC. UH approved all budgetary items and participated in SCC project personnel interview and hiring processes. The UPLOAD JOBS project partners established an advisory board to empower and engage local stakeholders in program development. The only local decisions made exclusively by SCC was for NGO training. Team decision-making also became routine regarding change of training location(s) due to conflict.

- “I don’t know exactly but an example is that we budgeted so much to pay the teachers, but we had to rely on our partners to pay them. After a while, we noticed that they weren’t getting paid so we had have a conversation to get the faculty paid.”
- “A bit of figuring out on who gets to make decisions. Some power struggles. UH made financial decisions and maybe was the source of any areas of tension. We just wanted to make sure funds were being spent as they were supposed to be spent. I think at first we micro managed that aspect.”

**Inclusion of OSY and SCC faculty in training planning and delivery.** The training content and delivery of the entrepreneurship modules evolved as the UPLOAD JOBS project progressed from one cohort to the next. The groundtruthing activity set the baseline for content, and the first modules were developed by UH and represented a combination of baseline data and entrepreneurship best practices. Cohort 1 was delivered by UH in English and followed a Train-the-Trainer format; SCC faculty trainers also provided interpreting support for the OSY. SCC faculty delivered the training for Cohorts 2-4, adding local context to the modules. Faculty were given opportunities to comment on modules so that they could help improve and adapt them for the Filipino context.

- “When UH and SCC conducted the first training, there were some experts who gave lectures to us and the OSY. These lectures were used to transfer and relate what the experts inputs were to the OSY. Same modules and same topics, but we used our modern tongue. So they can understand really what the topic was all about. When the experts came, we observed the OSY with their minds floating around or something because they did not understand. Some of them are at an elementary level. We recorded some of the lectures and used the PowerPoint presentation of the experts but then had to put in local language. The first presentation they had an interpreter, but of course at a high level of understanding. We facilitated and explained to the OSY. In the next cohort (2), we are the ones who give the information and lectures to the OSY and we adjusted some of the terms and use the SCC way to deliver for them to understand the topics.”

- “UH and SCC were very consultative; they tried best to include stakeholders – parents, faculty, OSY, SCC president, barangay captains, etc.”
- “I wanted to know what kind of students the OSY were going to be. Are they going to be ones that didn’t graduate from high school? Are they ones who have worked or are going to be familiar with the field (outside, growing crops) or are they coming from a large apartment building?”

SCC faculty were in regular contact with OSY and tended to make suggestions for modules based upon how it was for the OSY. Although considered to be very stiff at first about the content, UH did allow faculty to make revisions if considered to be more effective for OSY. However, such changes could not be delivered without prior UH approval. Over time, SCC Faculty added more hands-on activities, basic bookkeeping, production, and local examples for OSY to better understand concepts. UH reviewed the content contextualization during Cohort 3 to ensure original content was still being followed.

- “What I recommended was, for example, was that I will talk about balance sheet for ½ day and then a workshop (hands-on), then the following day I will do ½ day on income statement and then a workshop (hands-on).”

Although it was articulated in the RFA that the OSY profile for UPLOAD JOBS would generally be that of a small-scale, private rural agricultural worker with some primary level education, possibly with some formal technical training and/or some agricultural skills learned through traditional agricultural practice, the provision for primary level education was not made in the development of the entrepreneurship modules. The irony of the UPLOAD JOBS project was that OSY were completing modules that were relatively advanced in nature format

despite many of them being at an elementary level of education. When the OSY training was compared to the instruction that SCC college students receive, the college students were found to have more time (five months compared to two to three days) to study a topic. Furthermore, by virtue of being enrolled in college, the students at this level had presumably attained advanced academic skills. In contrast, the OSY were given less time, many had been out of school for extended periods of time, and had fewer skills than their collegiate counterparts.

- “I don’t know if the OSY can absorb everything we are teaching within those number of days. I wonder if they learn. Because in the college we teach marketing across several semesters and for them they learn it in 2 days! We have to simplify things so they can understand, and give them practical tips on how to do marketing. My recommendation would be for more time, for the time to be increased.”
- “In conducting the cohorts, it is a really short time to give the 4 modules to the OSY. In our curriculum, especially in the college, marketing took 5 months in agricultural marketing to discuss. But of course with the OSY it is a short period of time. The outputs with the project are, we gave this information, and the outputs are not so good with this short time. Since the objectives and goals of the cohort were achieved, it is different with the expectation of the higher level of understanding of the OSY compared with those who are in school.”

**Timeliness of project activities.** Due to the required coordination between the Vice President of Academic Affairs and the Vice President of Research and Extension for SCC faculty participation as trainers, there were constraints placed on the scheduling of program activities to weekends and vacations. SCC faculty who participated in UPLOAD JOBS were required to

work around exams and events as their employment with SCC as faculty came first. Although challenging for project staff, it did not produce significant delays in the timeliness of project activities. Once SCC got used to the work flow, they felt better able to cope with time management. The activities conducted during vacations and weekends facilitated the training of NGOs and accommodated for the availability of the OSY. Personnel problems delayed the project activities for the CAFE.

- “Frankly speaking, at the beginning there was some hesitancy because we did not fully understand why it was like this. We didn’t know or realize there was such deep involvement, especially the conducting of research, presenting the outcome of the research, going to Manila, going to the US. That takes a lot of time. That was not realized or specified in the beginning.” “Per schedule of deliverables listed in the Cooperative Agreement, there were delays in project start but in the beginning of the last year of implementation, UH already met the minimum number of OSY trained.”
- “As for the component of strengthening the capacity of local partners, there were activities which I think, if implemented earlier, would have helped a lot in ensuring that the CAFE and its services will be sustainable. SCC had difficulty in finding a capable CAFE director in Year 2.”
- “Originally we wanted to go everything a bit faster and deliver the training modules within the first 6-9 months of the project and not 12-14 months so we could have had the initial training over. Then, the people that we trained could become trainers for the next cohort of OSY. So in terms of timeliness, I think we were behind schedule there,

but that's because of external factors that we had no control over due to the increase in violence there. But, generally timely."

- "In general, we met our deadlines on time. Although we had change plans due to conflict in the region so that sometimes threw us off schedule.

**Project management.** Overall, project partners believed UPLOAD JOBS to be well run, with occasional problems, and benefited from strong academic leadership at both UH and SCC. In its role as the major decision-making body for the project, UH was seen as an effective and approachable project leader. UH project staff maintained constant contact with their fiscal team due to ongoing internal fiscal management challenges, as well as challenges with HED and SCC fiscal management systems. UH also experienced difficulties with getting approval for US faculty to travel to Mindanao because of the ongoing conflict. There was a belief that inclusion of higher level leadership at UH could have contributed to greater project impact. Suggested project management shortfalls included the monitoring of OSY businesses after the formal training concluded, and navigating the SCC faculty trainers' dual roles.

- "Efficiency went beyond program into processes and influenced more than just the training."
- "I think it was run well. I think it's reflective of the commitment of the participants from UH, SCC, and the OSY who were excited about it and engaged. I think it was run pretty well."
- "We had a lot of impact, did a lot of things, and worked really hard and met deadlines no matter what. However, I felt like sometimes maybe we shouldn't have met our deadlines no matter because you want to maintain a good partnership."

- “Overall, the project was run in a way that accomplished what it was set out to do. But also, it was very stressful because we were moving at such a rapid pace and maybe contributed to turnover. We probably could have had less activities. Also needed to establish processes and work standards, and then explain to SCC.”

### **Relevance of program design**

There was evidence drawn from the data to suggest that the program design was relevant to the overall intervention context. This is presented through the following sections, along with evidence taken from the data, under the headings of alignment with national and local priorities, project fidelity, and stakeholder recommendations.

**Design of program activities and trainings.** Cultural sensitivities were addressed and adjustments to the project were made in order to overcome challenges such as family responsibility as well as to align with the local priorities to overcome conflict. OSY in the US were described as different from OSY in Philippines, and UH relied on the SCC trainers for contextualization of modules. With training modules based on the US context, SCC faculty worked to improve and adapt the modules for the Philippines. SCC faculty also worked with OSY in the evening after UPLOAD JOBS trainings and augmented content with local examples to help enhance OSY understanding.

- “The activities were “localized” as it adapted to the local needs/demands of market. Training activities were appropriate to the OSY as seen in the low dropout rates in the program. The team also made adjustments to address concerns of OSY such as needing to attend to family chores – training were shortened.”

- “Although this activity was designed before the USAID Country Development Cooperation Strategy, the goals of the JOBS for Mindanao is still aligned with the USAID/Philippines priority of improving peace and stability in Mindanao by empowering the out of school youth.”
- “I think it was specifically designed for Mindanao, and probably more so for the surrounding community of Midsayap. The whole idea of UPLOAD JOBS for Mindanao and the idea of youth development into entrepreneurs topically is a good one. There is no reason not to pursue that theme. I think it’s a great cause and ultimately it is what will survive.”
- “If I remember correctly, I think they brought in US professors 2 years ago and gave the SCC staff some basic training that they used to develop those modules. I remember hearing conversations. I believe that after that training that the SCC staff had the basic information provided by these US professor and then modeled it to best fit into their own culture.”
- “I believe that this noble project will really succeed or really prosper because Mindanao really needs peace [...]. So, this is one of the needs of the, of conflict in Mindanao, or even not in conflict. Especially the tri people, the Lumad, the indigenous people. The Islam or the Muslim and Christian. We know that majority of the population in our area is youth, and then I cannot give exactly the figure, the percentage of the out of school youth and the youth that have got into school. But speaking in the number of youth in our area or even in our locality, so we really need to tap them for us or for them to have a productive time, so that they don’t waste their time in gambling, in drugs, in some

other immoral or illegal activities. Ok, so it's very helpful, beneficial project to the community."

- "The local staff and SCC faculty would work with them at night and review their work during the day."

Feedback received from several stakeholders highlighted concerns that the relevance of the training for a conflict-affected developing country may not have always been appropriate. Family interests for youth to go to school or be sent abroad to pursue livelihoods meant that even after completion of the training the likelihood of staying in business in Mindanao was reduced. Many stakeholders believed that OSY joined UPLOAD JOBS because they wanted to go to school.

- "I got the sense a little bit, whether the business plan for areas of conflict is the same for a business plan say in New York City? I think that even as we talked after the workshop among project leaders, maybe we should have been talking about micro-finance? They're not going to sit down in front of a banker and ask for money, it's going to be different. A business plan is good but maybe it was geared a bit too much toward non-conflict areas. Maybe we missed that?"
- "It didn't fit for all of the youth. A lot of them, their parents want them to work abroad. Even if we train them, the parents will send them abroad, especially females, get sent to be housekeepers in the Middle East. Or some will get married and unable to participate anymore, and some have started school."

- “There are OSY who joined because they wanted to go to school. It is common to the Filipino to go to school because they think that earning the education, a degree, there is a feeling of satisfaction even if they do not go to work. The mindset of the Philippines is that the ages of 10-21 is different than the OSY from other countries. So young and very dependent.”
- “I think the business plan involves writing well and I’m not sure how skillful of writers the OSY are. It would have been interesting to know how people who assess business plans all the time would have assessed the OSY’s business plans. I got the sense that they weren’t complete business plans and that they were kind of sketchy. I was left lacking sitting in that session thinking that it wasn’t right for the OSY. They need something else to capture this, and just having the same business plan that you would present to a banker in America is not what they need.”

**Attention to the needs of OSY and SCC faculty.** Although the out of school youth who participated in UPLOAD JOBS were understood to have a unique set of barriers to education participation of any type, it appeared to be a challenge for project faculty and staff to gauge whether their contributions met the needs of the OSY. In the case of UH stakeholders, the inability to communicate fluently with the youth in a language they fully understood meant that they were solely reliant on their SCC colleagues to gather information from the OSY that would help identify any needs to be addressed. On the other hand, the SCC stakeholders who interacted the most with the youth may not have been able to periodically and informally assess if OSY needs were being met due to time limitations derived from the program structure, but also given their other professional and personal responsibilities. The confluence of both

these situations suggest that there was not one party responsible for gathering and analyzing OSY feedback on an ongoing basis. This also meant that the OSY may not have been given one point of contact that they could entrust to raise any needs to be addressed on their behalf.

- “Because we don’t speak the language, we depended on the SCC staff to ensure that OSY needs are being heard.”
- “When I joined the program, it is different to deal with the OSY and to deal with the students in the college especially in the technical. But of course I adjusted some of my time and effort.”
- “The only thing I would have suggested was to hold OSY more accountable. Whatever the criteria for money given to businesses to purchase supplies to make and sell their products that they would have held them accountable. They should guarantee to stay in business for 6 months or return durable supplies. I think there could have been better structure on expectations, but I’m not even sure what the expectations were.”
- “We did the baseline assessment about what they wanted to learn (OSY and faculty) – used general outline of what we wanted to teach in order to lead discussion. We did add classes that they wanted that wasn’t originally planned, one on soils and one on pest management.”

**Alignment with local and national priorities.** The project concept of entrepreneurship training was generally considered to be of relevance to the region and it was strongly noted by the youth that Mindanao was resource-rich. OSY expressed ideas that by learning how to leverage the resources in the region, they were moving towards a more successful and sustainable future both individually and as a community. Project stakeholders from SCC and UH

also regarded Mindanao as resource-rich, particularly in the abundance of raw materials in rural areas. However, the agriculture module for UPLOAD JOBS was not continued throughout the project; the content taught shifted to a focus on entrepreneurship with agricultural products as raw materials. Overall, the youth felt that they the training helped to fill some knowledge gaps.

- “Ok, so the same way it would help the out of school youth in Mindanao, it would also help the out of school youth in the rest of the Philippines to run their own business and make their own business for themselves.”
- “Yes it’s relevant in Mindanao because a lot of people so poor. The training was just so helpful so lot of resources from Mindanao can be developed and livelihood in our community, and also helped for the, because, in the Philippines there’s a lot of resources just not really developed so the training in our....especially in agriculture, it’s really helpful for the Philippines also, especially in Mindanao.”
- “The youth is the future of the nation and she’s saying that for Mindanao shows that out of school youth have a chance, so it showcases that in Mindanao the out of school youth get the opportunities.”
- “The agri-entrepreneurship training for the out of school youth really helps them because Philippines is agricultural base and [...] as Filipinos, for our practices we are only up to the production level. Then the majority of Filipino are already content [...]. So for these trainings for entrepreneurship we go beyond production, so after production they already know how to, the post-harvest facilities, the processing, the packaging, and the marketing, so this, excuse me, these innovations are value-adding [and] is really the need for Filipino farmers [...] in agriculture center.”

- “It really fit with Philippines. Philippines is considered to be an agricultural country and there is an abundance of resources to be used. But, there needs to be interest and competence. The main problem was with the market for the products. INTEREST + COMPETENCE + MARKET = SUCCESSFUL BUSINESS.”
- “Although this activity was designed before the USAID Country Development Cooperation Strategy, the goals of the JOBS for Mindanao is still aligned with the USAID/Philippines priority of improving peace and stability in Mindanao by empowering the OSY.”
- “I do think the modules were appropriate for the area. I say that because we were working on another project for USAID and they seemed to want technology like a call center or something. And, I don’t think that’s appropriate technology for Mindanao. That’s not the skill level that is available in Mindanao right now. It is much more agriculture based, land based, and not as complex as Manila City. So the Agri-Entrepreneurship modules were appropriate for Mindanao given the status of their economy.”

### **Effectiveness of Program Implementation**

The effectiveness of the UPLOAD JOBS project is presented in terms of Intended and Unintended Results, and framed around capacity building (both human and institutional), contributions towards strategic objectives by using USAID standard indicators, achievement of outputs and outcomes, and major factors influencing the achievement or non-achievement of results.

**Intended Results**

The primary intended results of the UPLOAD JOBS project can be broadly summarized as strengthening the capacity of SCC to develop the job skills and to improve the livelihoods of rural, out-of-school youth in Mindanao. Additionally, the partnership was intended to provide OSY with opportunities to gain agricultural and technical knowledge and skills that support agricultural entrepreneurship. The evaluation identified a number of ways in which these intended results for the project were realized over time, and the next sub-sections will highlight the manifold factors that contributed to the achievement of these results.

**Human Capacity Building (Faculty and OSY).** Several themes emerged from the data that suggested human capacity building as a result of participation in the UPLOAD JOBS project. Some of these themes included measures by the selected USAID standard indicators of outreach and/or extension activities and short-term training. Other themes also supported measures of other USAID standard indicators of curricula – new or revised, experiential and/or applied learning, and direct beneficiaries although not targeted by the project. Overall, a generally positive tone was found throughout the data in relation to these aspects of human capacity building for both SCC faculty and OSY. Faculty learned how to link market intelligence to OSY products, and participants were able to articulate the benefits they received as a result of their participation, pinpointing specific examples to support the garnering of these benefits. Yet, discrepancies and inconsistencies, as well as financial irregularity, mitigated many of these benefits.

**Institutional Capacity Building.** There was evidence drawn from the data to suggest that institutional capacity was indeed augmented as a result of participation in this project.

Nevertheless, some discrepancies in the feedback suggest there exists room for improvement. Communication between UH and SCC in one instance, and between SCC and the local communities from which the OSY participants were selected to serve illustrate how institutional capacity was indeed increased. The emphasis in much of the data was on the efficiency of the communication between UH and SCC despite challenges arising from security or infrastructure failures.

Once SCC “took over” in communicating with the local communities to discuss the UPLOAD JOBS project, the process involved negotiating with the local authorities, as illustrated in the following passage:

- “Ok, so teachers from SCC went to their town, so they were told about the UPLOAD JOBS, so they talked to the mayor. The mayor, in turn, talked to the teachers of TESDA, who were, at the time, already involved with OSY, so...then they talked to the teachers of TESDA and he was one of the students of TESDA.”

These local communities were, in essence, incentivized to participate in the UPLOAD JOBS project as they would be eligible to receive government assistance, as made evident in the following:

- “Ah, they are registering group of people in their bureau of rural workers and women so if we could register the youth for in that bureau there is a high possibility that this government agency could provide assistance. Once this group could establish a good track record in their enterprise, then this government agency can provide some sort of financial assistance or assistance by giving them some sort of materials with which they

can use to further upskill their endeavors. So, it's good I think they are also considering the idea that it's good to organize the youth in the registration period we still have to assist them...To keep a good track record in their business so that this government agency the Department of Labor and Employment can, is always looking at the track record of this group and that would make them eligible for support from the government."

Although the increase of institutional capacity at Southern Christian College was intended to be focused on rural workforce development through extension programs in agricultural entrepreneurship, there was also evidence of capacity building in institutional project management and process development for SCC that was beyond the scope of the project.

- "The long lasting impact part I would say is the capacity building for SCC, and not just the capacity building for the faculty but also for project management. That's huge. We tried to do everything we could to make sure that SCC would be set up to do more international projects and to become a stronger institution within the region. In a region without a lot of strong institutions, that is pretty important."
- "There are so many learning points that I have encountered during the project implementation that influenced me in my working style in communicating with people in Hawaii, the partner institution."

**Contributions towards strategic objectives measured by USAID standard indicators.**

As an USAID funded project, performance indicators are the measures USAID uses to detect progress towards the intended results of a partnership project. USAID distinguishes

between standard indicators — a menu of indicators across all of the types of programs USAID funds for which it tries to collect data in a consistent way from all Missions — and custom indicators which are selected at the Mission level (USAID, 2015). Standard indicators identified for the UPLOAD JOBS project and reported on in the external evaluation include Outreach and/or extension activities, Short-Term Training, and Short-Term Entrepreneurship Training.

***Outreach and/or extension activities.*** Outreach or extension is any activity that brings the work, experience, knowledge, information, inventions, etc., of the higher education institution into the community with the purpose of extending knowledge to address local needs. For the purpose of this indicator, such activities focused on trainings, expert consultations, and workshops via the CAFE that occurred as a result of the partnership (Desk review, UPLOAD JOBS Monitoring and Evaluation documents).

For the UPLOAD JOBS project, CAFE provided empowering outreach and extension services to the community, and in its current form, has been a site of ongoing support and assistance for OSY businesses. The emphasis not only on business knowledge but community relations was at least partly engendered through the post-training support offered as a result of the UPLOAD JOBS project. This involved inviting participants to seminars or alerting them to opportunities post-training, as well as displaying products created as a result of their entrepreneurial activities:

- “Whenever she had a problem they made her feel like they were really going to help them so whenever there is an activity or a workshop or seminar they ask her to attend.”

- “And they also help her display her products whenever there is an activity or a celebration. So they call her so she can advertise her product.”

This ongoing business support and assistance was inexorably linked in the data to the CAFE, which became a focal point for many of the UPLOAD JOBS efforts, particularly in giving advice, discussing opportunities or workshops. While the OSY found benefit in the CAFE and discussed it optimistically, the practicalities of attending the CAFE need further consideration in order to make it more accessible for the entrepreneurs.

- “It’s not easy for us to get to the CAFE. It’s out of town.”
- “Interpreter: Ok so for [OSY] it was helpful because they support him, if there’s a need for him to cook there, they allow him to. So if he needs to use the facility he can. So the only problem was it was just also the distance.

Moderator: The distance. So how far do you all live from the CAFÉ?

[Multiple OSY speaking]

Interpreter: 30 minutes travel time and multiple rides.

Moderator: And for you?

OSY: Two rides. [Speaks in local dialect]

Interpreter: So 35 pesos and 50 kilometers. Around 50 kilometers also for [OSY].”

Some OSY participants received support, but for others the transportation cost was a significant limiting influence in the overall success of the CAFE as a social and business center. The data suggested that the ineffectiveness of the CAFE as an accessible focal point for

community activity is a significant factor in the overall success of the project, which can and should be addressed in future iterations of the project.

Several stakeholders also reflected on the CAFE and its current and future role, with many feeling that it lay at the heart of future sustainability albeit still needing a lot of work to develop it further.

- “I think you need to have social media presence. And that can be matured. Through the social medium and the CAFE and the website, it gives you a worldwide presence and the opportunities are endless [...]. I mean the one thing we could do is blog and have newsletters about the CAFE and the entrepreneurs. But they do have some of that on the website, so if they increase that I think they’ll get more viewership, which would garner more interest in the products.”
- “Establish a well-functioning CAFE? We are not even at that stage, that’s the thing. We are helping them right now with the website, brochures, and an agreement with businesses so that they can have some revenues. There are three businesses right now that we think could have a reasonable return, so we saying that they are not moving as fast. CAFE needs to earn some money and make an agreement with them.”
- “We’re still working on that right now. We had a lot of turnover of CAFE directors and we are now on our third director. She started about a year ago. We had a big plan for CAFE and then had a conversation with SCC leadership, [stakeholder], and basically determined that it was very important for CAFE to be self-sustaining so we redesigned CAFE and on this trip we are presenting to [stakeholder] for his official support.”

***Short-Term Training.*** This indicator tracks the number of Southern Christian College individuals (faculty and/or teaching staff, students, and administrative/other staff) who completed short-term training programs. Short-term trainings last less than six months. Completion implies that an individual received a certificate or other acknowledgement of completion. The location of training may be the U.S., the host country, or a third country and can include joint student or faculty exchange, training as part of a joint research project, or other training programs that are attributable to the partnership (Desk review, UPLOAD JOBS Monitoring and Evaluation documents).

The evidence suggested that the training itself was effective as a mechanism for building capacity. The level of interaction between faculty and the OSY participants assisted in generating participant resiliency in completing the training, as evidenced in much of the data, including the following passages:

- “During the training they were a big help to them giving them all the help they can. Whenever they saw a need to print something, they helped with the materials and everything.”
- “The training really helped me because every time I have a problem in like, she always there to help solve the financial problems.”
- “SCC puts the OSY at a high level. They treat them like their own kids, very well. They talk to them a lot. And they report back to us and we make changes based upon the input we get from our SCC partners. As far as the trainers, we involve them in the trainings and we meet with them quite a bit.”

This consistent contact proved beneficial in allowing the participants to navigate and complete the training, and in some instances also provided continuity – several participants pointed to the fact that the individuals who told OSY participants about the UPLOAD JOBS project were the same ones that acted as their trainers.

Some teachers were singled out in the data for their efforts; Dr. Chan was referred to with great admiration.

- “She (Dr. Chan) inspired him. She taught them a lot of new things and also she showed them businesses that work, became successful.”
- “Dr. Chan was the one who give them inspiration, so not to give up when they get failures [...]”

This suggests the importance of both the business knowledge *and* self-efficacy (the ability to persevere, identify, and execute learning) in the teacher/student relationship (explored in detail in Ames, 1992). As the focus of the project is on OSY, and judging by the frequency of the references, generally positive, to teachers in the data, it is reasonable to assume that this teacher/student relationship is critical to the success of the human capacity building.

The data also illustrated discrepancies and inconsistencies in the way the training was approached pedagogically, contrasting the team-teaching approach with the solitary activity of entrepreneurship.

- “The other thing I would do differently is that the teacher taught them as a team, and I always thought of entrepreneurship as individual. This teacher taught it like some are

more suited to be suited as a CEO, some in finance, some in marketing. I don't know in this area that the team approach is good. What happened is that one would do everything and others wouldn't. The team never stayed together. What we did, at least, was make the team from the same barangay. But then some people might leave. In the end, one or two take up all the responsibility. If we did it again, I don't know whether we would take an individual or team approach. The team approach may work better in the beginning."

A further inconsistency involved a business plan competition where the OSY participants were required to develop and present a business plan, which would be subsequently judged by the teachers and prizes would be awarded. The criteria were loosely defined, but one criterion was for the OSY to present their business case in English. This was made a requirement despite the OSY not having been provided with any instruction in English, or without making the firm case that English would be needed to develop their own businesses. As a project designed to build employability in OSY, one would assume that this would involve localized business cases being communicated in local languages, yet the OSY were told the following:

- "They say it's ok for them that English was used because it's the way they can communicate with others, maybe with customers from other countries."

The data also suggested inconsistencies in the number of students participating in each cohort, in the prize money distributed at the end of the training (discussed in greater detail earlier in this report), and in the overall teaching approaches. All of these issues demonstrate some need for more centralized quality assurance, including for organizational training,

timelines, and materials. There was some disconnect between the objectives for the training as put forth by UH and SCC and with [stakeholder] as evidenced in the following passage:

- “[Stakeholder] might have a different view, he came in after the project. He keeps saying that he needs money, and is interested in funding “his vision.” We get the sense that he does not get what we are trying to accomplish. It’s not just money given to SCC. He himself is an entrepreneur and has means to do it and so he might not view the training as important.”

These inconsistencies should not negatively impact the overall message being articulated throughout the OSY focus groups and related stakeholder interviews: participation in the UPLOAD JOBS training produced capacity where none existed before in terms of business education, confidence, and resiliency to create and maintain a business. Feedback from the OSYs for future consideration were around the possibility of paying for the course and the condensed nature of the curriculum with suggestions to increase the length and add to the content.

- “Moderator: Ok and so based on everything that we talked about, what recommendations do you have for the continuing of the UPLOAD JOBS for Mindanao program? If you were the chief, what would you do?”

OSY: Me, it really has a short time, like 10 days, 10 days is a very short time for a training.

OSY: Add more trainings.”

- “The topics are enough, but the length, some of the OSY can’t catch up with the training.”
- “Moderator: So, if you had to pay even a small amount to participate in the program, UPLOAD JOBS, would you be willing to pay, now that you have had this experience.

All: Yes.

Moderator: Ok, and about how much would you pay for this training?

All: For the group, or each?

All: Each, individual...Two thousand.

Moderator: Ok, do you agree with this, [OSY]? And, you can afford to pay this amount?

All: Not one time, they have to pay... [Refers to payment through installment plan].”

***Short-Term Entrepreneurship Training.*** In terms of short-term entrepreneurship training, several OSY participants were able to clearly articulate the positive benefits gleaned from the UPLOAD JOBS project, learning the particulars of starting a business, the importance of capital and how to access it, as well as technical expertise as made evident in the following passages which are reflective of the overall themes emerging from the data discussing the effectiveness of the training:

- “So through the seminars they learned how to do business, how to find a good place for the business, how to set a price [...]”
- “So it helped him a lot when he was starting, during the start of the business because it gave him the knowledge of how to look at the market, what kind of product would sell,

where to sell it, too. And it taught him that the capital is not always that important. We need capital, but how big it is, is not as important as how to use it.”

The positive benefits of participating in the training extended to the importance of developing and maintaining relationships throughout the community, a theme that emerged consistently throughout the data. Some participants approached these community relations as a social exercise before linking it through to business capacity and even networking. Some were able to articulate the importance of community relations as a business objective from the onset.

- “I learned so through, at the UPLOAD JOBS [...] how to mingle [...]. [...]To be more social (herself) because I’m very shy.”

### **Unintended Results**

While no project ever aims to have unintended results arise, particularly if they might be detrimental to the overall success of the project or in some way detract from the anticipated project benefits. However, in the case of the UPLOAD JOBS project, the identification of unintended results during the evaluation yielded mostly positive outcomes centered on the development of human capacity among SCC faculty and the OSY. Nevertheless, a somewhat negative unintended result emerged as well which stemmed from the prize allocation at the end of each OSY training cohort. The next sub-sections will discuss these results further.

#### **Human Capacity Building (Faculty and OSY).**

One major unintended result that arose from the project and similarly impacted SCC faculty and OSY was the development of the reach of these stakeholders beyond the Mindanao

borders. Through the numerous opportunities that the SCC faculty had to engage with staff and faculty at University of Hawaii – Manoa, the capacity built was not limited to positively impacting their campus or extension activities in the region. In June 2015, two SCC stakeholders traveled from the Philippines to the United States to participate and present in a conference with three stakeholders from UH. The conference was held by the International Food and Agribusiness Management Association in Minneapolis, Minnesota, and in part focused on the development of a “flow of talent in the food and agribusiness sector,” (IFAMA, 2015), which is an area of great relevance to the activities carried out during the UPLOAD JOBS project. The two tertiary institutions collaborated to present on the following topics:

1. Study to Determine the Consumer Demand for Coffee Attributes in Region XII, Mindanao, Philippines
2. Consumer Perspectives on the Important Attributes of Peanut Butter: The Case of North Cotabato, Philippines
3. Consumer Preferences on Handcrafted Calamansi Soap in North Cotabato, Philippines

This opportunity for the SCC stakeholders to present rare insight into their region, their roles during the UPLOAD JOBS project, and most importantly to highlight the people who helped make the project a success was invaluable not only for boosting self-confidence in their professional and academic capabilities but also for providing an international stage with which the project’s successes could be disseminated.

Similarly, some of the OSY who participated in the project were able to, many for the first time, travel beyond Mindanao to the Philippines’ capital city of Manila to share their

experiences and examples of their products with project leaders and important external guests. The visits to Manila were also a mechanism for the OSY to make purchases that would contribute to the development of their micro enterprises, often at a price more affordable than what can be purchased in Mindanao. During the focus group discussions, it emerged that the OSY viewed the visits to Manila as a way to change the negative perceptions that exist about people who come from Mindanao, a further unintended result that illustrates how the amplification of benefits were not contained in the region. The building of self-confidence among the OSY, though not a target of the intervention, was also noted as an outcome of their training participation, even when the businesses they started were not successful in the long run. In some ways, the belief that they were capable of learning agri-entrepreneurial skills was even more important than the ability to sustain that business over time. A final unintended result related to the out-of-school youth was that some who had successful businesses were able to make returns to school by using the income generated from their business. This is interesting to note since the reason these particular OSY were not participating in formal education was not due to a lack of motivation or desire to do so but rather a lack of funding.

The negative unintended result that arose from the UPLOAD JOBS project was the feelings of financial mismanagement on the part of SCC that arose when the amount of prize money allocated to the OSY Cohorts beyond the first stage gradually diminished. The discussions that took place during the focus groups highlighted that the changes in the award amounts which were left unexplained to the OSY became a source of rampant speculation and also cultivated jealousy and a degree of insecurity among the later cohorts as to why they received less money than others before them. As later explained during the results of the

member checking process, decisions related to the prize money allocation were mutually taken by SCC and UH with the aim of routing out inconsistencies in how OSY spent the funds as well as to more accurately reflect the amount that the higher education partners believed necessary to start some of the businesses. While there were good reasons for the changes to monies distributed to the OSY, it does not appear that the reasons for these changes were effectively communicated to the OSY in a manner that might have mitigated the undesirable development of ill will and suspicion among these stakeholders.

**Institutional Capacity Building.** The external evaluators also noted unintended results of the UPLOAD JOBS project that contributed to institutional capacity building at Southern Christian College, primarily attributable to the SCC faculty serving as project trainers who brought entrepreneurial content and knowledge into their SCC classrooms. Institutional capacity was built at the administrative level (required collaboration among the Vice President of Academic Affairs and the Vice President of Research and Extension Services); at the college level (required collaboration among the Deans of the College of Agriculture and the College of Business and Accountancy); and most certainly at the classroom level for the SCC students enrolled in the academic courses taught by faculty participating in the UPLOAD JOBS project.

**Contributions towards strategic objectives measured by USAID standard indicators.**

Like the standard performance indicators reported in the Intended Results section of the Effectiveness of Program Implementation, there were also Unintended Results of the program implementation that were also measured by USAID standard performance indicators of curricula – new or revised, experiential and/or applied learning, and direct beneficiaries.

***Curricula – new or revised.*** This indicator tracks the number of curricula newly developed and/or revised with private and/or public sector employers' input or on the basis of market research relative to the total number of curricula newly developed and/or revised, at the host-country institution. A curriculum is a set of all courses that a student must complete in order to obtain an academic certificate or degree offered at a host-country institution (Desk review, UPLOAD JOBS Monitoring and Evaluation documents).

Although not chosen as an outcome measure for the UPLOAD JOBS project primarily due to curriculum requiring government approval in the Philippines, data does demonstrate that faculty actively transferred their knowledge gained from the short-term training to their teaching and curriculum content to their SCC classrooms. Project stakeholders across all sectors cite the benefit and relevance to curriculum content that comes through SCC faculty serving as UPLOAD JOBS trainers.

- “As a teacher, I was benefited from this project. I learned so many things – one for my career growth. If you have experiences, you can relate these to your students. The more you are talking, the more you are practicing and makes you an expert in your subject area.”
- “For us faculty it will. We can apply what we learned. We can share our experiences with our colleagues and our students.”
- “I also used my experiences with the OSY and my experiences with the project to relate with teaching in the college. I used the experiences, the topic, I used the learnings. The learnings and the knowledge that I teach with the college to the OSY, I give some of the examples to the OSY from the college.”

- “We can use the program activities like the business plan competition that we could do in the marketing class at SCC, in agri-entrepreneurship seminars. Some of the strategies learned from the trainings will continue to be imparted to the students.”

***Experiential and/or applied learning.*** This indicator tracks the number of certificate or degree program supported through the partnership that include experiential and/or applied learning opportunities (Desk review, UPLOAD JOBS Monitoring and Evaluation documents). Although not attached to a certificate or degree program nor chosen as an outcome measure for the UPLOAD JOBS project, experiential and applied learning techniques did, in fact, show up in the ongoing contextualization of training modules by SCC faculty. Defined as an educational practice of supplementing the classroom setting with work experience in the real world (experiential learning) and as applying classroom knowledge and skills to real world situations (applied learning), SCC faculty recognized the need for these components in the training modules to assist OSY in understanding content and applying their knowledge.

- “What I recommended was, for example, was that I will talk about balance sheet for ½ day and then a workshop (hands-on), then the following day I will do ½ day on income statement and then a workshop (hands-on).”
- “We do some of the field trips for the OSY with successful businesses. Exposure to operating small businesses. On the job training (OJT) for the OSY – particularly if their product was similar with that business they did job training how to promote products, proper display of product.”

**Direct beneficiaries.** Direct beneficiaries are host-country individuals that come into direct contact with the goods or services provided by the partnership. Services include activities such as short and long-term training and technical assistance provided directly by US institution to individuals from the host country (host-country institution staff, student, partner organizations, community members, or any other individual from the host-country context). This indicator counts total number of direct beneficiaries. (Desk review, UPLOAD JOBS Monitoring and Evaluation documents).

Numerous host-country individuals experienced direct contact with the training (goods or services) provided by the UPLOAD JOBS partnership. SCC faculty members trained by UH shared the short-term training provided directly by UH as the US institution to individuals from the host country, specifically NGOs and farmers. Local government officials also attended as participants in OSY trainings, directly benefiting from the knowledge shared. As such, the direct beneficiaries of the UPLOAD JOBS project extended beyond the faculty and students trained as part of the project.

- “And it is not just the OSY who were trained. We also trained community participants from the barangay like the farmers, local officials, and single mothers in a one-day training.”

### **Achievement of outputs and outcomes**

**Establish a well-functioning CAFE.** Although the centrality of the CAFE in the sustainability of the program was clear, the outcome of establishing a well-functioning CAFE by project end will unlikely be realized. All stakeholders agreed that although an advisory board

and trained CAFE director is in place, it is not yet stable and needs the support and commitment of the SCC President to provide training and support to entrepreneurs and small businesses in the Mindanao region. Additional recommendations for sustainability include expanding the CAFE audience to more than OSY as well as creating links to local and regional NGOs.

- “CAFE has to link up with NGOs who has training needs for at-risk youth. For the next year, hopefully CAFE, with SCC will be able to successfully receive a grant. SCC will have to provide support to CAFE especially in its first year without USAID funding.”
- “I think [stakeholder] has to support CAFE and allow it to grow and not focus solely on revenue generation for sustainability. You need to build the foundation first and it will cost money and make some capital expenditures upfront. It’s like starting a new business, you’re not going to be making money right out the door. I think there is a bright future, but everyone needs to be on board. Everyone needs to agree that this program will be supported by SCC. Everyone needs to have equal input to make CAFE sustainable. Seriously doubt the project will continue without the leadership of [stakeholder] and [stakeholder].”
- “I think there should also be more frequent interaction. Because right now CAFE meets only once, twice a year, once every semester. So I think if we could improve that meeting every quarter. Even us casual interaction to improve interaction. Even that would be enough to share ideas on how to improve the operation of the CAFE and to reach sustainability. So right now, we still, yeah, it’s at the infancy stage so we expect it will be hit and miss with what we wanted to do and how we want to do it.”

- “There needs to be full support and buy-in from SCC. We have one CAFE director now, but she needs more staff. We are trying to be self-sufficient, but ideally SCC would put more in than just the salary of the director. The other thing would be community to buy-in but that is a work in progress. SCC is already a leader in the region already, so if they buy-in so will their community partners.”
- “We are not even at that stage, that’s the thing. We are helping them right now with the website, brochures, and an agreement with businesses so that they can have some revenues.”
- “We are just dealing with sustainability part now and the CAFE, and we don’t have time to examine how to strengthen the sustainability.”
- “Maybe this is the venue for all of the products of the OSY. To cater, and monitor, and facilitate and to help the OSY.”
- “Sustainability is not assured per the current set-up. The CAFE would need to receive a grant to continue providing services to the community. As it is now, I personally do not think that the community surrounding Midsayap will be able to afford the training cost. However, the business model, the projections and the very capable CAFE director makes me feel optimistic of at least the next year of operation of CAFE.”
- “It’s like an apple tree. Early on, we need to take care of that apple tree, make sure it’s watered, and make sure the weeds don’t over grow it. But after a few years, we can walk away from that apple tree and it will bear fruit for 100 years. I think CAFE is like that seedling. In very early stages and still needs attention.”

While this feedback regarding the CAFE is ostensibly concerned with sustainability, support, and representation in its management and governance, there is evidence to suggest the role that SCC is being expected to take in the CAFE's operation going forward.

**Establish a lasting partnership between UH and SCC.** With respect to the ability of the project to help establish a lasting partnership between UH and SCC, it appears that this was one further positive project outcome. The friendship and mutual respect built between the SCC and UH staff and faculty during the project period was one where both parties saw the benefits of working with each other. Nevertheless, because of the frequent capacity building activities led by UH, there is a sense among SCC staff that if further funding were made available, they would be comfortable managing the project on their own, too. Yet the balance and support provided by UH throughout the project suggests that their involvement in the future, even if in an advisory capacity, would undoubtedly offer a chance to amplify any benefits that the project might realize.

- “If there is another opportunity I think we have a ready partner.”
- “We would like to see a continued partnership with UH, but if there was another opportunity where money came directly to SCC that could work too.”
- “I think it is a very good program and it has made a difference in the lives of OSY. I think they should maintain a partnership.”
- “I don't know if there will be a lasting partnership without funding. They all had good relationships, so from that perspective there was mutual respect.”

**Provision of good training in agri-entrepreneurship.** A shift in focus was noted during UPLOAD JOBS in that the training content became less agri-entrepreneurship oriented, instead focusing on broader entrepreneurship skills. This direction change detracted from the ability to further localize content since OSY were not required to engage in a business activity that involved local crop agricultural production as an income generation pursuit. Moreover, agri-entrepreneurship training delivery success would have been negatively impacted further by the balancing act youth engaged in with their ambitions to make returns to formal education in opposition to the willingness to take up farming as part of a new business venture.

- “Getting trained and applying what you have been trained are 2 different things. You will only realize how good the training is when they are reaping the fruits of what they have been trained in.”
- “I think the training on feasibility study, the participants are just focused on food production.”
- “Everything was agriculture related just because of the region. Some of the OSY business have nothing to do with agriculture though. Maybe they’re just not interested in agriculture? All are food related and have to do with local crops, but some of them are not thinking directly to the farm. You can’t control what the youth are going to do. It has not all been production. That was done because we identified weaknesses in areas like marketing, finance, and more basic entrepreneurial concepts and focused on those and not so much on the production side.”
- “Maybe it’s reflective of the OSY we attracted who didn’t have land resources so they didn’t have land to farm, or maybe the farmers didn’t have time to do entrepreneurship

because they needed to be in the fields to farm. Not being able to take off for a week and go to Manila. I'm not sure what caused that shift – it wasn't about growing papaya or banana but more about processing bananas. They were buying bananas from the village.”

- “I think it did well. Some of the caveats are that as the project evolved, as the OSY evolved, some of the modules may have needed to change. Maybe the OSY evolved faster than the training modules. Maybe we can have responded faster – we were getting OSY who wanted to value added products and make soap. We need to get someone in who makes soap and not someone who grows the coconut oil to make the soap. So maybe that's where we could have been more responsive.”
- “In most of the cases, all the products were agriculturally connected. It was all food products. There was no farming component. But I could see where they could align an agricultural component from production standpoint with entrepreneurship but I could also see a separation. All food (agriculture) but no production (farming) component. When I was there, all was a finished product focus.”

**Help SCC offer more trainings.** The capacity building transformation that the SCC faculty experienced was effective in enhancing the institution's status among the wider Mindanao community. Nevertheless, and related to project sustainability, if SCC might want to offer specialized agri-entrepreneurship trainings to the community beyond the out-of-school youth, they would encounter issues of affordability that may be impossible to surmount. Because of this, while in theory SCC might be able to offer additional trainings as an outcome of this project, the on-the-ground realities suggest that participants may be unwilling to pay for the service, even if it helps them to generate an income.

- ".....The project elevated SCC's reputation."
- "Maybe this is new venue for others who are interested in entrepreneurship so the CAFE would extend these services to the community. But in the Philippine culture, if you are going to ask for the services, we ask if it's free, and if it's not free then they don't want it."
- "I don't have any evidence of this, but in general educators are excited about learning new things and we bring them back to the classroom."
- "If SCC markets the entrepreneurship program through CAFE and more effectively than what they are currently doing, I think it would give SCC a lot more exposure, hire more staff, generate revenue, and establish/expand partnerships."

**Changes needed to be made due to the ongoing security situation in Mindanao.** The security situation in Mindanao not only affected the project evaluation scope, but also periodically necessitated adjustments to the UPLOAD JOBS program of activities. Because of US State Department travel warnings, the UH stakeholders (including those beyond the main project implementers) were not always able to move where they might need to be in Mindanao. This meant that SCC was often responsible for performing site safety assessments as well as guarding the UH stakeholders when they did visit to ensure that no harm befell them. Additionally, the timings of course delivery and activities were often changed when the conflict was likely to prevent OSY participation.

- “There was the first training and then we began to realize that because of the conflict in the region and that some OSY just couldn’t come back. So we began to see that we weren’t working in a regular situation.”
- “We pretty much relied on our partners if it was safe to travel [...]. We always ask them if it’s safe to go to the airport. If it is safe for them, it is safe for us too.”
- “It affected the project in a way, the communication. Cohort 3 was conducted in another province, we cannot easily – the OSY do not have easy access to us because of the distance. The other cohorts, they can find us in school and talk to us if they need coaching.”
- “So, we had to decide properly where the venue of the training would be. That was major at meetings. Where we were going to have the trainings. USAID wanted it in different provinces in Mindanao, not just Midsayap, but because of peace and order that was the number one constraint in the project.”

- “So far in the Midsayap areas where SCC is located, there are no changes if there is conflict. But of course our activities were affected sometimes because of the conflict. The OSY could not attend the workshop or there were some of the businesses affected because of the conflict. One OSY, if there is conflict, then she will stop her business because she gets her raw materials from an area of conflict.”
- “There are also times when USAID representatives came so we had to coordinate everything with UH, the policemen, the military, etc., and then they did not come because of security issues. That happened twice and we prepared so much. Then we have to tell the mayors, local people that ‘we’re sorry, we’re sorry, they are not coming’. I think our security issues are really bad. Especially during certain months of the year. The US Embassy will say not to go near. There are many times we had to transfer our venue, our training because they could not come to Midsayap or Cotabato.”
- “Rate of spending is also low, with the Cooperative Agreement registering a huge pipeline in USAID financial system. But this is not because implementation is too delayed – mostly because there were activities such as deploying U.S. professors in Midsayap (components that would incur substantial portions of the project fund) that were not implemented because of the security situation in Mindanao.”
- “The conflict made it difficult to reach out to some of the barangay captains who were farther from the road and farther into areas of active conflict. So, I think it shrunk the area we could work in or draw from for OSY. Effects on the project were the types of OSY – less diverse.”

- “We did not get OSY from all local areas that we wanted to because of conflict in the area so it wasn’t safe to go. We wanted to get OSY from farther out from SCC, but the compromise we made was for OSY closer in.”

### **Influential factors in achievement of results**

Perhaps the most important positive factor of influence for this project were the people involved and committed to making a difference in the lives of the out of school youth. A number of stakeholders commented how the dedication and willingness to help that was exhibited gave participants a positive outlook on how the project unfolded. Furthermore, the strength of the partnership and collaboration among the two tertiary institutions involved meant that identified issues could be resolved relatively quickly through direct and frank communication. Flexibility was a characteristic that project stakeholders adopted to help sustain successes, in addition to seeking strategic partners like TESDA who could help guide the project to make a difference in the OSY’s lives.

- “The passion for people doing it. Sometimes I see people doing international work and their heart isn’t in it. That to me is the capacity building for the US and for the international partner.”
- “On both sides, we have good leadership and working teams. Despite the security situations, our teams were able to find new situations, implement them, and adapt basically. And we were able to do more than what was expected of us in terms of activities, in a very cost effective manner.”

- “The external experts were a very good thing. We were able to update and have access to the latest information. The experience shared by the experts with our trainers. They were able to impart also to OSY.”
- “It helped that Dr. Neyra is persistent in following up support from partners, with guidance from UH.”
- “The drive and commitment of the partners, Dr. Neyra, SCC trainers. There was such a commitment to the OSY, to their area. It really contributed a lot to the success. The partnership. Dr. Chan’s commitment, wanting to succeed and do well, and have positive impacts. That was a real factor of what contributed to the success of the project. A lot of good people involved.”
- “I think we spent a lot of time going back and making sure the activities were aligning with what we said we were going to do. That really helped keep us on track, and highlighted where we weren’t on track. The fact that we did that and presented to each other in a formal presentation, I felt, makes you think about it. It was really useful. And then in terms of effectiveness, just going over there and having a lot of projects planned and sticking to the timeline helped.”

### **Influential factors in non-achievement of results**

The mitigating factors that limited the success of the UPLOAD JOBS project were evident in the data as well and cut across all the stakeholders (UH, SCC, OSY). Many of these mitigating factors emphasized both the importance of localized cultural and communication practices. The Filipino mindset was described as different as other people because of their economic status. In

the United States, entrepreneurs are perceived as willing to spend. In the Philippines, there is a preference to do things on their own and without asking for professional advice.

- “On the UH side, a lack of understanding of what Mindanao really is for our faculty, our project team, graduate students. It is such a complex place. You just can’t go in and do a project. You have to understand some much history to do the project. The culture, the way people think. It’s very different than the rest of the Philippines and a lot is not published about Mindanao.”
- “Some of the ineffectiveness, the power struggle and trusting each other, especially financially, required monitoring. So I think there was some frustration over that and I think also that maybe spending more time in the beginning why things are important (logistics, etc..) could have helped clear things up in terms of effectiveness, communicating why getting a CAFE director. Also the expectations of how stressful it was going to be for those 10 days.”
- “The second phase of empowerment of people – putting into practice the knowledge gain and manifested in the economy. I think that is what is missing. If this could be realized through CAFE, that would be nice. Seed money was too small for the OSY businesses. Also, supervision of OSY businesses was not emphasized, also a deficiency. Also, it takes months to realize income for the OSY. Those who did, decided to go to school.”
- “Security. There were so many times that we wished we could have reached more, done more, nut because of security matters our hands were tied.”

Extenuating factors beyond the scope of the project (particularly the conflict that sporadically arose in the region) generated constraints to the success of the project and hindered the portfolio of entrepreneurship training.

- “I think that maybe the non-achievement, the conflict came in and limited our access to certain communities so we started having to give up some of our goals around balance (gender, religion) and I think that was conflict related. Another limitation was that we didn’t know the area or recognize the constraints that the culture would play and it did.”

Some evidence suggested the need for research on OSY participant motivation, including what might compel them to go into business, their age, and the level of maturity they possess to realize these motivations.

- “So I think it’s one thing that we have to look into so we are able to know what are, what are the contributing factors? Why the out of school youth were not really that convinced to go, well not everybody were really convinced to go into business despite these kind of opportunities that were given to them? So I think, yeah, that’s one area that should be looked into.”
- “Sometimes it’s an isolated case. Like, for example other youth is not yet matured, so the earth will never go to other matters. So maybe that’s one of the factors that affects the program, but we are really trying to address the matter.”

Throughout this evidence, we see not only a critique of the program or its execution that led to a mitigating result in the overall intervention, but we also see suggestions for

improvement, many of which are synthesized in the conclusions discussed later in this report. Numerous stakeholders cited the need for monitoring OSY businesses.

- “Lack of monitoring and regular contact with OSY businesses. Don’t let them just wander off, remember these are 18-19 year old kids. They need structure. It should be part of finishing the cohort. This was the piece that was missing. The ones that have continued seem to have regular contact.”

### **Improvement of Livelihood and Incomes**

While a goal of the project was to help the youth create and sustain a profitable agri-business, at the time of the evaluation it was found that most of the businesses the youth created were not operational, the youth were still unemployed whether via a sole enterprise or otherwise, and/or the businesses started were generating very limited income. Despite these shortcomings in the impact on the financial well-being of the youth, there was a great and equally valuable positive impact on their livelihoods as it relates to their ability to make returns to education or to contribute to the improvement of circumstances for their families.

- “Some of them started their business. It is really common in the Philippines culture is that if you have income, the first thing you do is renovate their house, they purchase some appliances. This happened with some of the OSY. One of the OSY sold his products and sent his brother to school. Before he asked the support of his parents for an allowance but now he is the one to support his own needs for allowance and going to school.”

- “So the ones I’ve worked with and seen, it has improved their livelihood and income. Their livelihood, some have become non-OSYs and have returned to school and I think that is attributable to “oh, maybe education is a good thing.” And so they’re no longer OSY because they’ve gone back to school and it may not be immediate but improves their livelihood in the future.”
- “Very big for confidence building. And then what was unexpected was that some enrolled in school. I would say that it wasn’t directly that someone was going to open a business, but I think it will improve their livelihood over time.”

### **Improvement of SCC Extension Programs**

Project contributions to the improvement of SCC’s extension programs included that SCC faculty were able to expand the reach of the agri-business and entrepreneurship teachings to areas of Mindanao that were most pointedly affected by the ongoing conflict. In this respect, the enhancement of SCC faculty skills did not just benefit OSY but also as an expansive effect in which the skill development was leveraged to impact people beyond the intended project beneficiaries. This additional work above and beyond the project scope contributed to the perception of the SCC faculty by other project stakeholders as dedicated and hardworking.

- “It is really helped SCC especially in the extension program because the needs of the extension program to reach the community. Especially in the conflict areas, the barangays in Midsayap and North Cotabato.”
- “Especially SCC’s outreach and their ability to deliver. I think it enhanced what was there to begin with. Fertilized it and made it grow better.”

- “I think they were using this to gain a signature hold on entrepreneurship for future cohorts. We actually talked about the need to market this better as a signature part of their agricultural education program.”

### **Improvement of Training Modules**

Time proved to be the most requested area of improvement that could be made to the training modules that were delivered to the out-of-school youth. A wide swath of the project stakeholders who participated in the interviews and focus groups felt that certain components of the training were rushed, adding to the desire to have a longer engagement with the materials used to help the OSY develop entrepreneurship skills. Time as a factor to improving the training delivery was also manifested as a recommendation related to the age of the participants. Project stakeholders recommended that a more rigorous OSY participant selection process be undertaken in future implementations so that older youth who are more likely to commit to the project for a longer period and to put in the work needed to become an entrepreneur can be included. Yet, further localization of the training content was also requested as a means to help the OSY better related to the material.

- “I think the constraints with the time, because the first one was 12 days and that was too long which is true.”
- “If we did it again, I don’t know whether we would take an individual or team approach. The team approach may work better in the beginning.”
- “Sales management is the topic. Before of the limited time, only the main points of marketing were discussed. And this is related to the sustainability of their business.”

- “As I observed common in the OSY was that they are not mature enough to engage in a business. Number 1 in their mind is to go to school. Maybe identify those who are OSY who are a single mom or single dad. They may be interested in it as their source of income. The OSY mindset, after you have the opportunity or choice, do you want to go to school.”
- “Change the age to older OSY. Target should be unemployed rather than OSY. It limits those who are older than 24 years. Training modules need to include the application of knowledge. It is not enough to equip them with knowledge. Starting and sustaining businesses does not happen overnight.”
- “For the training modules, I guess it’s good enough. But, in my opinion, I guess we will add activity to, for example to study tool. Or, study tool, like for example we will bring the OSY, we will bring the OSY to the successful farm, successful processing plant, successful entrepreneur, or what else. Successful farmer.”
- “I’m not sure how SCC trainers have adapted them, but as an initial content deliverer I think we should have known about the kind of OSY and the environment they would be working in to gear the training toward that. There is a lot of pest control in processed goods. We don’t like insect parts or fungus in our foods. There’s contaminant and food safety issues. All through the value chain there can be these different modules. Tailoring those modules to where in the value chain the entrepreneurs are working would be important.”
- “Include maybe 50-80 hour module on life skill that will teach sanitation and hygiene, leadership, civic education, community engagement, peace values, etc.”

- “All through the value chain there can be these different modules. Tailoring those modules to where in the value chain the entrepreneurs are working would be important.”
- “Clearly the sales and also product selection. Some of these OSY chose a product where there was already market saturation.”
- “I would try and do a project that had the same amount of material over a longer period of time. I know that they tried to break it up so OSY could go home. I just think in order for OSY to really, really get materials, it is like a semester long course.”

### **Project Fidelity**

It was overwhelmingly felt that the project was implemented to its original design with project amendments only increasing the amount of effort and dedication to its success – and always for a good and valid reason. The variance that did surface in terms of project fidelity could be attributed to the change away from the agri-entrepreneurship focus of the original RFP.

- “Yes, even more than the original design because we are doing different things. We heard from [stakeholder] that we need leadership, so we quickly responded and said let’s do it. We could have one program and do it for OSY and non-OSY. Or I can come in and say no, they need more and we need to be adaptive. We added DISC assessment for non-OSY but a more simplified version on leadership for OSY.” [Exchange noted following the external evaluation while in Manila.]
- “Yes, when strayed it was for a good reason and a result of having learned something.”

- “Initially, yes, and then as the on the ground situation changed and we had to make decisions – we can’t travel to Mindanao so that means we can’t hold the trainings at SCC, so what do we do? Do we just stop, abandon the project? How to we modify? How do we move forward? The intent was to follow the objectives and follow the plan but the overarching conflict modified it. The intent was there, initial steps were according to the original design, but then big outside things happened.”
- “I believe they are really sincere in doing the project. I just don’t know on the part of the youth. But on the part of the implementers I know they are very sincere.”
- “Yes, and I know that we had more activities then we had planned. Part of it was that we had more money at the end of the project then we had planned. The February 2015 workshop was not in the original plan, the sales training was extra, and the trip here for the leadership training is extra.”
- “For cohorts 2, 3, and 4 we were more focused on the entrepreneurship but not much on the agricultural aspect.”
- “Yes, even more than the original design because we are doing different things.”
- “I think we are close to the implementation even if we would have liked to done more. Staying true to the implementation caused us to forego other solutions that came up when we were implementing.”
- “I guess so but eventually the end of 2014 some OSY were not from conflict-stricken areas.”

### **Discussion**

This discussion is presented in relation to the stated objectives for the UPLOAD JOBS for Mindanao collaborative project, and recommendations are provided based on this interpretation to augment the impact of the project. There was convincing evidence drawn from the data to support the claim that the project was essentially a success. While the criticisms emerging from the data mitigated aspects of this success, it would be erroneous to assume that on these bases alone the intervention did not achieve desired results. In the following section, along with evidence drawn from the data, we will also incorporate some of the factors that hindered project success under the heading of Project Impact.

#### **Impact of Program Intervention**

Based on the themes emerging from the Findings, the following section presents the impact of the UPLOAD JOBS project as it relates to the following categories: effects of the OSY and faculty training, expansive effects, and the promotion and receipt of local support for the project. Overall, as identified by the OSY, the SCC faculty, and stakeholders, the intervention generated many positive results for all the parties involved.

**OSY training.** A number of accomplishments and successes were identified, with direct and indirect benefits noted from the youth and the various stakeholders and faculty. Most stakeholders felt that there was a positive impact on the out of school youth following their participation in the UPLOAD JOBS project. There was also a sense that the faculty stakeholders contributed to the positive and meaningful project outcomes.

- “It was wonderful working with the faculty at SCC. They were very dedicated teachers. And it was really refreshing. You know to see how [...] different to teaching at a university where everybody goes to school but actually see how the link of education about entrepreneurship actually addresses the issue of survivability, you know under some circumstances that in the long term you know, that they’re going to have to address, but the businesses are working, I think.”
- “OSY are not idle anymore and with the skills gained, they will most likely less vulnerable to be recruited to do unproductive activities (crimes, terrorism, etc.) in their communities.”
- “Getting youth used to the language and procedures of business or academia, at least from the US side. But the biggest effect was definitely confidence. And opening up other opportunities for OSY other than agri-entrepreneurship.”

The foundations for long-term success and development of the community were perceived outcomes of the project and future growth was anticipated though the skills learned by the out of school youth.

- “The additional effects are that these OSY may be leaving Mindanao and carry with them these skills and use them to improve their life. I don’t think they will ever forget their experience. You have to believe this is a good thing.”
- “But I think the entrepreneurship program really gave people skills that they could use given the assets they had in their villages. So that they could be economically successful and then as a community remains economically viable in the long term.”

- “But I think the structure that was laid out, should help them in the long term, it is helping to some degree in the short term but as it grows, in terms of people hearing about this person who had a business, it should make a big impact [...] a larger impact.”

The youth felt their skills were improved dramatically with increased confidence as well as financial, product and marketing knowledge gained. The impact was increased business acumen with many reporting success with their ventures.

- “His business is up and running and now he’s gotten good at displays so I’ve heard. I would have loved to have seen it. I think it’s been successful. I don’t know in terms of the numbers what percentages of businesses became an actuality. I know that the mushrooms farm was doing well and when they came back to the US they brought some of the products from the coffee that had been dried and some of the coco butter. So that’s what I hope to see. I wish I could have gone back and actually seen them face to face.”
- “Yeah, so in the beginning they didn’t know anything about business, how to make business, so through UPLOAD JOBS they learned and they gained confidence starting a business.”

The contributions and positive influence the project projected onto the community was frequently stated.

- “In one event, JOBS-assisted OSY visited the embassy and shared their entrepreneurial experiences. This showcased a new perception of OSY in Mindanao as those that are

engaged in the community and are capable of reintegrating in the community as an entrepreneur.”

However, The OSY training is regarded as having minimal direct impact on livelihoods, as at the time of the evaluation many of the OSY participants had no jobs and their businesses had ceased to operate. Greater impact applies to the development of entrepreneurship traits and the OSY’s personal development. Stakeholders described the training as having positive psychological effects for the OSY, opening their minds, building confidence, and exposing them to new places and different people. Some reported a return to school due to the fact that via their business success they were able to finance their education.

- “They would have not experienced this if they had not joined or if this project had not come. So if you look at the totality of the individual, this project has helped them a lot.”
- “OSY have now seen the world, their minds have been broadened, and they now look at the world in a bigger dimension.”
- “But the confidence gained by the youth gained through the training will also help him/her if they do leave the area for work outside. There were changes in themselves. At first they didn’t talk, but then after the training you see them sharing their experiences and sharing their dreams.”
- “I think certainly one of the main things is that it gives them hope to do things they think are not possible, and if you work hard things could happen. We are imparting entrepreneurship traits, I think like being passionate, sticking with an idea, have control

on what you focus on and the outcomes you want. They might not be applying to new businesses but to their lives.”

Although regarded as positive for the person, but not good for the sustainability of the business, several of the youth enrolled in school to continue their studies. Many believe that UPLOAD JOBS motivated the OSY to pursue college education.

- “There were some who were motivated to go to school because of this project. Some are starting their small businesses and to help their family through the income of their business. There are also some because of the business who were able to sustain their needs. Raised their status within the OSY. When you say OSY in our community, they remain OSY – they got married, pregnant. There is discrimination if you are OSY – they are considered hopeless because of poverty, source of income and livelihood is not there. Since the program started, the people in the communities have the interest to join. Also, their personality, how to deal with other people. Because the OSY is comprised of different tribes – Russian, Muslim, and others. To deal also with those who are non-OSY.”
- “When it comes to them as an individual, I have heard so many comments that it really did gave them a boost of confidence, their intelligence, the way they handle things like a budget, and so on. Personally, it helped them. For us, people in society, they are resources now. They have been recognized by others in the community as having knowledge. Because of that they achieved this kind of stature.”

- “After they started earning money, they went to school. Who will continue the business? On the part of the person, it is positive. On the part of starting a sustainable business, it is not good.”
- “So, for [stakeholder] she will continue with the business because that, the business, helped her go to school, paid for her education, so she plans to continue it after school.”
- “Most have moved on to better things, maybe not entrepreneurship but school or JOBS. No impact other than positive.”

**Faculty training.** These program benefits were not limited to OSY, however. SCC faculty realized positive program effects. These benefits cut across several categories, including SCC capacity for identifying OSY as well as collaboration with their UH counterparts.

- “I think the identification of the OSY. I was really amazed at the number of OSY that they were able to identify and bring to SCC and then conduct the training. Even if these people did not continue the way the program wanted them to. And then when I observed the training conducted for the feasibility study, they were all so busy and exchanging ideas. I have seen this in the classrooms, but never before in an activity with OSY.”
- “Faculty training will hopefully ensure that alternative education opportunities such as the entrepreneurship workshop will be provided to the other OSY in the community surrounding SCC.”
- “I think I might say that some of it may have been empowerment. I say that because it is a very male-dominated culture and the females are quiet. I think what our training did,

by having Dr. Chan as a female lead, contributed to the empowerment for those female faculty. We purposefully engaged conversation from female faculty and let them know their opinions were important. Project leaders, Dr. Chan and Dr. Neyra, were females and maybe helped to move SCC closer toward gender equity. Maybe a small step.”

SCC enjoyed increased capacity in their own training and stature within the community as a result of their participation in this project, as made evident in the following:

- “I think they are already using it in their classrooms, applying knowledge in their course. They find it very appropriate. In that way, we have already strengthened the courses of SCC and that sometime later they could be consulted by others in order to help them in their business ventures.”
- “It has given some degree of impetus, engaging in such activities there are benefits. Institutionally and personally. You cannot just go to the US without that project, it is too expensive. Everything is shouldered by the project so you are free to go. The degree of exposure to them is so great, going the outside world and seeing what they have not seen before is a big impact to their lives. They can understand more and when they come back they should be better. That’s what we expect. They should now be leaders.”

Further, SCC faculty expanded professionally and academically as a result of their participation in this project, as presented in the following:

- “We have the market research every year that SCC Faculty does every year. They got their paper accepted into IFAMA, poster, and now they’re going to Minnesota to

present. They have to write a report for every conference session and summarize what they learn. I think they learned a lot in the process. Same as what we are required to do for promotion and tenure, to research and publish. They have to write on the market research of OSY products. They really have to demonstrate the market intelligence and linking the relevance back to the OSY products. During the colloquium, they presented the findings about the products back to the OSY. We tried to say that they really needed to take advantage of market intelligence for capacity building that they are linking the relevance back to what the OSY products are.”

- “I would say similar to the OSY – some confidence building, but also learning how to do the market studies was impactful, learning the rigor of science, scientific research, and what it takes to write up a paper like that.”

To summarize, the benefits for all the stakeholders emerging as a result of their participation in the UPLOAD JOBS project are significant. For OSY, we see throughout the data evidence of increased confidence, stature, and entrepreneurial capacity. For SCC Faculty, we see evidence of greater capacity for training, for stature within the community, and for professional development.

**Expansive effects.** There were a number of instances where the evaluators were able to pinpoint effects derived from UPLOAD JOBS that went beyond the intended project scope. The expansive effects of being involved in the project included broadening the cultural experiences of some SCC faculty and OSY via travel to Manila and the United States to share lessons learned, products developed, and skills built. It was also a starting point for the development of

pride in the Mindanao region and its potential, with an opportunity to recast the narrative of the context to other Filipinos.

- “The additional effects are that these OSY may be leaving Mindanao and carry with them these skills and use them to improve their life. I don’t think they will ever forget their experience. You have to believe this is a good thing.”
- “Participants were all from Mindanao, but there were times when we conducted training outside of Mindanao. We participated in conferences in Manila so the effects were not limited to Mindanao.”
- “I think it was for the whole country. Being a developing country, it is relevant for all of the Philippines. I said from the beginning, why only Mindanao? If this project succeeds and SCC becomes the center of entrepreneurship, we already have a model that other schools can adopt.”
- “In one event, JOBS-assisted OSY visited the embassy and shared their entrepreneurial experiences. This showcased a new perception of OSY in Mindanao as those that are engaged in the community and are capable of reintegrating in the community as an entrepreneur.”

**Local support.** Local support of the UPLOAD JOBS for Mindanao project is evidenced in the ongoing support and participation of government officials in the pivotal role of identifying OSY for each of the cohorts. Further evidence of local support is gleaned from the willingness of government departments to support linkages between the UPLOAD JOBS project and existing programming for youth livelihoods in the Philippines. Additionally, both private sector

and civil society organizations who came to know the project have proposed and delivered opportunities for ongoing collaboration and supplementary entrepreneurship upskilling:

- “Some businesses were on panels in the last colloquium and they are aware of what is happening. One of the larger retail business in Midsayap said that they could place their products there.”
- “Especially the local government. They are very supportive. They also help in identifying the OSY who will participate. Some of them are also present during the training. And then they also give the OSY opportunities to participate in the local trade fairs in their municipality.”
- “The government officials, the NGOs are very much supportive. This project would not have been possible without the support of the government officials (barangay captains, mayors, Department of Training and Industry – DTI). The DTI gave training to OSY on packaging and labeling. And the TESDA as well. And different partners like the micro-financing groups.”
- “We had the support from TESDA. Government agencies, local officials, and also some of the group of the businesses – Midsayap Business Chamber, Department of Trade and Industry.”
- “Yes, local leaders. Once they found out about the project, they helped us recruit. And then we would also hold workshops that were not specific to OSY but for the local community, and they would come to the workshops and help us. I felt there was a lot of local support.”

## Potential for Program Sustainability

### Institutionalization

There is some concern that the continued benefits of the training will be heavily reliant on the commitment of project stakeholders going forward, and primarily those people who form the SCC faculty and staff. In the absence of top-down and bottom-up support for UPLOAD JOBS, there is a strong likelihood that activities will end once the funding has been exhausted. The ability of the project to self-sustain through the intended CAFE mechanism has been questioned. Undoubtedly there is a great deal of feasibility analysis that should be undertaken to fully understand the potential for sustainability.

- “[...] If SCC and the President gives them time and are supportive of the concept, then it will work. We laid down the foundation already.”
- “If there is no money, it may die, just as the other projects.”
- “I am hoping but I have this fear since all the funds came from USAID. I don’t know if CAFE will be sustainable. Its objective is good, it is impressive. But there is a financial limitation and it needs to sustain itself.”
- “There needs to be full support and buy-in from SCC [...]. The other thing would be community to buy-in but that is a work in progress. SCC is already a leader in the region already, so if they buy-in so will their community partners.”
- “I think it opens up doors in their community, not just in agricultural entrepreneurship but also going to school or being leaders in a job they have currently. I think the lasting effect is more about leadership.”

Despite the challenges outlined above, there are some factors that would contribute positively to the continuation of training benefits from the UPLOAD JOBS project. Chief among these factors is the need to put in place firm commitments and resourcing to the operation of the CAFE, including the outreach to and involvement of OSY alumni participants on an ongoing basis. Another factor to help sustain the training benefits is the strength of the relationship between Southern Christian College and the University of Hawaii - Manoa. This is because their collaboration was crucial to quickly resolving issues when they arose during the training delivery, as well as UH's active work to develop the skills of their counterparts.

- “We set out to build capacity, and that is very important. Without capacity, they won't continue. I think we have achieved that. The ability to train, I think they can continue to do that. I think we gave them methods to find out where clients are.”
- “The only answer to that is CAFE. Because of CAFE we will be able to continue our extension activities with the community. Without CAFE, I don't have any idea of how we will do that.”
- “CAFE to be sustainable and for the plans and programs to be implemented.”
- “The CAFE, but I am doubtful if it will be sustainable.”
- “Maybe the target for sustainability would be to target an older age. For SCC, it would be how the trainers are training and whether they're modifying and evolving with the content.”
- “CAFE as conduit of support to OSY businesses.”

- “I feel like having an office that continues as ongoing resource for SCC/OSY whether that is CAFE or Emilie to go and get more information. Having someone there as a resource person.”

### **Stakeholder engagement**

The manifold benefits of the project stakeholders’ involvement in UPLOAD JOBS was indicated in stakeholder comments which underscored the importance of project stakeholder engagement, collaboration, and continued support to youth so that they might improve their livelihoods in a way that also sheds a positive light of a region mired in conflict. There were also psychosocial gains made in how the institutions perceived themselves and each other as a result of their project participation, as well as a general uplift in institutional and interpersonal relationships for both UH and SCC.

- “The capacity building, institutional and faculty at SCC.”
- “Economic development and status of the OSY. Through the UPLOAD JOBS for Mindanao are now able to go to school, they are earning money out of the project. As stakeholders, that is something that we should be thankful for.”
- “The training, the exchanging of ideas, the collaborations from the partners.”
- “We are very much privileged because of this project. We were given a chance to develop ourselves, to establish and build so many relationships – local, national, international relationships. It’s sad to accept that the project is ending. For myself, personally, I was able to appreciate the involvement of the community. I now appreciate the beauty of external community involvement, the extension work. I was out of my comfort zone. Professionally, emotionally, although we cannot cite it one by

one, but truly it did. UPLOAD JOBS did help us a lot. We are praying that CAFE will materialize.”

- “If we were to rank them from the highest to the lowest, I would say that SCC has found a partner to implement its vision and mission and we have identified that partner as UH. We have already established a linkage in addition to our linkage through entrepreneurship. The second is that we have already identified people, trained people, and empowered people to establish this project, which has never been done before. If we want to do something more in entrepreneurship, we have a degree of competence developed through this partnership. The third is that we have seen that we can do things by partnering.”
- “I think the most important is philosophically targeting youth as future entrepreneurs. It is a noble cause. If implemented corrected, it can enhance the economic well-being of people.”
- “Overall I would say the training modules and the way they were done in the sense of taking the youth away from what they were doing normally and having to be in one place together.”

### **Non-financial resource planning and management**

Even if USAID funding is exhausted, there appears to be a consensus among project stakeholders that the professional and personal relationships developed between SCC and UH faculty and staff will be the project component that lasts the longest. The exchange that took place through UPLOAD JOBS was not only a source of capacity building through trainings and

opportunities to disseminate the project activities beyond the Philippines border but also an opportunity for invaluable friendships to be developed. This partnership will last the longest because there appears to be a willingness on the part of UH to continue sharing valuable learnings that SCC can then adapt and apply in their own context to meet needs beyond those identified during the project. Conversely, SCC staff and faculty will also provide UH with further insight into agri-entrepreneurship from the Filipino perspective, which is helpful given how little literature has been written in this area to date.

- “The training, the faculty can train SCC students, extension, and NGOs.”
- “Partnership with UH. Even if the project is over, I believe that the relationship we have started will continue. People from UH are still willing to support us in our extension services. I think that is one of the best outcomes that money cannot buy.”
- “Our learnings (trainers), of course. The capacity of the trainers. Our experiences have been awesome.”
- “The manifestation of the knowledge. Looking at people who are already stable in life based upon the application of what they have learned.”
- “State of mind of the OSY that they are empowered, they can be somebody and that they are important in the community. The training modules will hopefully be used by local partners in providing alternative education for the OSY.”
- “They’ve worked closely with Dr. Neyra in conflict resolution and peace and maybe they’ll take that with them.”

### **Continued relevance of program design**

There was significant evidence that identified the need to move beyond the original OSY target groups, both in terms of the regions targeted and the participants being served. Several stakeholders suggested moving beyond strictly conflict communities and broadly focusing on rural communities from other regions. While serving conflict regions was a core expectation of the project, there is evidence to suggest that broadening participation by including non-conflict regions would be beneficial to the sustainability of the program.

- “To not just focus on conflict communities to identify beneficiaries but also other rural communities. Even those regions that have OSY and women to become part of the program.”
- “Should focus on unemployed of Mindanao, not just youth.”
- “I think SCC has to identify a person as good as Dr. Neyra, as dedicated as she is. Not only identify beneficiaries from conflict-stricken areas but also mainstream OSY. Also to include the women, the mothers, and expand.”
- “Local support would be the biggest thing.”

Beyond broadening participation to include more women and rural communities, serving conflict regions exclusively created inconsistencies in the participant demographics. This lack of diversity in terms of representative participation is resolved only through considerable effort and resources.

- “We did some adjustments during the very start. We were all over the different and far flung barangays but when they did their businesses we could not go there because it was too risky. And if we did go there, we had to meet in the town and could not go to

the areas they are situated. There it goes again. The second cohort, we only used the ones in safe areas. Because we could not go anymore into these barangays, and needed to stay near the roads because they are secure for soldiers are guarding these roads. What happened is that only Christians passed the qualifying test, the Muslims or tribe people were not able to pass the screening test. They were very few who took the test who were Muslim or tribal people. So, USAID asks why only Christians are OSY? They wanted the training distributed to all.”

- “So we have to go to Esperanza (for the next cohort) because it is safe and secure there, and there are Muslims and tribe people, and so on. And it is better, but now it is our risk because the road to Esperanza is not that safe. We have to find other routes. It is extremely taxing and tiring. It is very far. We need to expand and include them beyond the Midsayap area because we are supposed to go to all of Central Mindanao. So maybe CAFE will do that. It is an ongoing – change this, adjust that.”

There was also considerable emphasis throughout the data on the importance of the CAFE in facilitating the ongoing efforts of the UPLOAD JOBS project. This greater inclusion from the immediate community (women, housekeepers, interested parties drawn from the local community) should be balanced with greater resources made available for existing OSY to participate in the CAFE (funding for transportation, dedicated events to showcase their products, further training) in order for sustainability to be achieved. Yet, there is some divide as to how CAFE is positioned in the different stakeholder groups.

For OSY, there was repeated mention of the potential of the CAFE, a potential that was mitigated by its inaccessibility. Previous sections of this report have pointed to evidence

regarding its distance from many of the OSY and the cost involved in getting there, all factors which adversely affect its use as a training, community, and distribution (both information and products) center.

For SCC Faculty, we see both optimism and skepticism towards the CAFE and its potential role as the hub of program activity.

- “Local support would be the biggest thing. In order to keep CAFE running, at least when I was there, they were talking about having a fee structure which is just crucial. You have to have a sustained funding source and that people are using it and paying to use it.”
- “Financial support, especially for the CAFE. I don’t know if it will last without financial support. It will depend on the people who will patronize.”
- “For the sustainability, it’s unfortunate that HED isn’t going to be around because we do have money and we could have used another year to reinforce some of these things for the project. We are just dealing with sustainability part now and the CAFE, and we don’t have time to examine how to strengthen the sustainability. Not necessarily the money part because we are OK with that, but have more time to transition the program into the Center that will be running the program. So to me, we are rushing now to get them established, help them with a website, giving them brochures.”

For other stakeholders, the CAFE was positioned as critical to the overall success of the project. It is hard to imagine sustainability being achieved without these stakeholders (particularly the OSY and SCC Faculty) finding value in participating in the CAFE. As such, we return to the idea of broadening participation as a means of encouraging greater sustainability:

- “On the plane, I was talking to Dr. Neyra about the sustainability of CAFE and said why we don’t include the women, the housekeepers, or even those individuals who are interested to be part of the program especially now that we have established CAFE so that these people who are jobless can contribute to the wellbeing of their individual families. I guess so from the modules they developed, the person hired to run the CAFE, and the incubation program, I think to some extent, yes.”
- “I think to work with the OSY businesses and to start sharing the returns. Up to this time, the OSY were receiving assistance without giving anything back. It is now time for them to give back and no longer a freebie. Maybe we shouldn’t just train youth but also train others who have already started, who already have the passion.”
- “They should know who to approach for funding, find a way to overcome this financial challenge and find some sponsors for trainings.”
- “CAFE has to link up with NGOs who has training needs for at-risk youth. For the next year, hopefully CAFE, with SCC will be able to successfully receive a grant. SCC will have to provide support to CAFE especially in its first year without USAID funding.”
- “I think there is a bright future, but everyone needs to be on board. Everyone needs to agree that this program will be supported by SCC. Everyone needs to have equal input to make CAFE sustainable.”
- “Seriously doubt the project will continue without the leadership of Dr. Chan and Tina.”

The hope that CAFE will facilitate the possible expansion of the project bodes well for the sustainability of UPLOAD JOBS; if representation can be expanded across rural communities both in conflict and conflict-free zones, extended to greater concentrations of women and non-

Christian religions, then there is evidence to suggest that this will lead to greater buy-in for the project, and subsequently greater sustainability for the project overall.

To effectively generate sustainability in terms of continued OSY participation, there is a need to develop capacity for understanding resiliency. There is evidence throughout the data that identifies instances of OSY dropping out of the program, or, conversely, benefitting from increased attention and communication from SCC Faculty. This was discussed earlier in this report in the Non-Achievement of Results section. Before or in parallel to efforts at broadening participation to include greater representation across the region, it is critical to identify the factors contributing to OSY resiliency in completing the program. By identifying these factors (motivation, perceived relevance of the training, etc.), we begin to see identify opportunities for increased sustainability. More engaged and resilient OSY will, presumably, cascade their expertise throughout their communities.

Further to this is the need for expanded and iterated training. While most of the data pointed to the effectiveness of the training, some expressed the opportunity in expanding the training beyond the original scope of the project:

- “I think the training on feasibility study, the participants are just focused on food production.”

There was some evidence to suggest that the training itself be tailored a bit more to the specific needs and backgrounds of the OSY:

- “It’s too formal. I commented one time that my students study feasibility for 5 months and the OSY are getting it in 5-10 days and they don’t have any accounting background,

English background, they have no marketing background and in 5-10 days they are required to come up with a feasibility study. They're talking about research and blah, blah, blah. That is very hard to be grasped by the OSY. I think it has to be simplified."

While the critiques found in this passage were not evident throughout the data, they are highly relevant to the sustainability of the program. As the training condenses complicated business concepts (feasibility, for example) into short timeframes, with students without the prerequisite business background, it stands to reason that this would adversely affect the long-term sustainability of the program. Further to this is the inclusion of English as the language of instruction for many SCC faculty, often unnecessarily so:

- "And it is in English, I asked why we couldn't do it in the vernacular. So that they will be able to express what is their idea and is there knowledge in the product they are planning. It had to be done in English for the UH people to understand."

This passage raises critiques that are directly applicable to the sustainability of the program, particular in regards to the depth of training necessary to maintain a business, as well as the necessity of English to effectively participate in the program itself. Neither of these conditions seem particularly well-suited to the overall conditions in Mindanao, and, as such, can only serve to mitigate the sustainability of the program itself.

### **Conclusions**

Overall, project leadership, both on behalf of the University of Hawaii-Manao and Southern Christian College, were pivotal factors in the overall efficiency, effectiveness, and relevance of the intervention. The leadership of Dr. Chan and Dr. Neyra not only impacted the quality and productivity of each institutional team, but also influenced and facilitated the collaboration among the teams as a project-based unit as well as with external stakeholders. Academic leadership and credentials in tropical agriculture also brought the appropriate level of subject matter expertise to the project, allowing for flexibility and nimbleness in regional adaptations pertinent to the agribusiness start-ups. While there was a strong institutional commitment on behalf of SCC as the host country in the design and implementation of activities, the level of institutional commitment on behalf of UH as the US partner was limited to the project leadership, faculty, and staff.

Relationship development also proved to be significant with the groundtruthing activity implemented by UH to collect baseline data also proved to be a strategic action to build both collective will and collective effort, setting the foundation for authentic relationship development among UH and SCC project teams, local and regional stakeholders. Through relationships comes a sense of community, cooperation, loyalty, passion, and power that strengthened the communication and working interactions among project partners and ensured greater project fidelity and implementation consistent with project intent.

**Efficiency of management processes and systems**

Clearly, the UPLOAD JOBS program intervention was driven by a results-based management system, paired with an authentic interest in developing collaborative and responsive relationships among project partners. As mentioned previously in this report, the ‘groundtruthing activity’ for baseline data collection proved to be an effective strategy in engaging stakeholders while also introducing the goals, objectives, and outcome-driven framework for the partnership. Serving as a project playbook, the facilitation of this shared understanding was instrumental in project efficiency and also contributed to outreach and extension activity tracking as well as the monitoring and evaluation of the UPLOAD JOBS project overall.

The results-based management processes alone would not have resulted in efficient program implementation without the quality of the leadership and relationships contributing to the partnership’s ability to make relevant and timely decisions. However, despite the emphasis on the results-based management processes, the timeliness of project activities were impacted by ongoing security concerns in Mindanao, in addition to the constraints placed on the scheduling of program activities to weekends and vacations due to availability of SCC faculty as UPLOAD JOBS trainers. Feedback loops were not without error, as project goals and objectives were communicated directly to deans but not to faculty, and the communication protocol established was both linear and hierarchical.

The decision-making process and system for OSY identification was efficient at the community level, however it appeared to become disjointed from the decision-making process and system for the selection process which was managed by UH. As a result, the efficiency of

the identification and selection process for OSY was compromised, due in part to the selection tool being patterned for US entrepreneurs, lacking consideration for Filipino culture, and without contextualization for Mindanao OSY.

### **Relevance of program design**

The faculty and staff of SCC and UH both took steps to adapt the program activities and interventions for the local context in Mindanao. The agri-entrepreneurship curriculum initially developed by the University of Hawaii – Manoa drew its strength from the similarities between the crops grown in Hawaii and made links to the crops that can be cultivated in Mindanao. Expert trainers that UH engaged to conduct training sessions in Mindanao were also briefed so that they could understand some of the similarities and differences between their usual student population and the out-of-school youth they were to work with in Mindanao. The hands-on nature of the content delivery for the first OSY cohort, which was led by UH, placed emphasis on working with local agricultural producers and businesses as a mechanism for OSY capacity building. Once UH passed the training implementation responsibilities to SCC, although there was an insistence on the part of UH to maintain the curriculum as it was originally developed, SCC successfully lobbied to make further changes for the purposes of deeper content contextualization to ultimately benefit the OSY. Such changes were implemented with the guidance of UH and served to better align with local and national development priorities related to the potential of the Mindanao region to better exploit its natural resources for the purposes of growing its economy. As shared earlier, all of the actions taken related to content localization were obliged to link to the program outcomes and objectives while at the same time being responsive to the beneficiaries' (in this case, the OSY) needs. The flexibility in

content adaptation that UH helped make possible for Cohorts 2-4 inevitably rendered the program more relevant for the Mindanao context and the youth who participated in the trainings. Nevertheless, there were some limitations to contextualization that the evaluators noted in that the content delivered still remained largely pitched at students who had a strong primary and secondary school foundation, which many of the OSY participants did not have. Additionally, the timetable of the content delivery was constrained to just 11 days. Both of these aspects of the UPLOAD JOBS project may have been appropriate for a more stable, developed country context. But in an area of the world where educational opportunities are inconsistently accessible due to circumstances owed in part to ongoing conflict, along with the need to have more time to instill an entrepreneurial culture in a place where it was previously not widely encouraged, it would be worthwhile for contextualization to touch upon these two elements. The overall sense that emerged during the evaluations was that to be more responsive to the Mindanao context, future versions of the program should further adapt the content in a manner which will better attend to the education levels and training time needs of youth who largely have no prior experience with agri-entrepreneurship.

### **Effectiveness of program implementation**

Despite the program adaptations and adjustments that had to be made during UPLOAD JOBS, the implementation of the project was as faithful as possible to the original program design. This can be largely attributed to the insistence of UH faculty and staff on maintaining program fidelity as well as ensuring that all programmatic activities could be linked back to the program objectives. Through the capacity building efforts of UH, similar attitudes towards

program implementation were instilled in and embraced by the SCC stakeholders, as evidenced in some of the interview quotes shared earlier in this report. Given the strong level of adherence to the program design by the project implementers, the targets that were achieved which were related to human capacity building of SCC faculty and staff and the skills development in OSY for agri-entrepreneurship during the period that UPLOAD JOBS was being implemented can be traced back to the processes that had been developed with achievement of these goals in mind. The effectiveness of the program implementation stems from operational leadership at both tertiary institutions, namely the stewardship of Dr. Chan at UH and Dr. Neyra at SCC. The harmonization in project implementation approaches between the partners could be said to have had a positive contributory effect on the outcomes – so much so that it yielded unintended results that evidenced the effectiveness of the joint approach taken to empower individuals who took part in the project to realize and exceed the pre-determined performance expectations. However, the commitment of the trainers from SCC, who often went beyond the project requirements to support the OSY out of normal business hours, was another component of the effectiveness of the program implementation that enabled positive outcomes. The solid foundational structure of program implementation which framed UPLOAD JOBS was helpful in respect to the project's ability to withstand the inevitable shocks that arose when conflict disrupted travel in the region or when there was a need to manage situations where there appeared to be deviations from established program implementation protocol. Without the insistence upon program fidelity and the support of project stakeholders to maintain this approach, it is unlikely that the program would have achieved the targets that it set out to.

### **Impact of Program Intervention**

**Intended Results.** The intended results of the UPLOAD JOBS higher education partnership, namely human capacity building of faculty and staff at Southern Christian College and the upskilling of OSY in agri-entrepreneurship, illustrated the project successes vis-à-vis the achievement of target outcomes which included the mobilization of government, NGO and private sectors to work with SCC to promote entrepreneurship and enhance rural workforce development, skills and opportunities for OSY. This achievement of results was directly influenced by the manner in which the intervention was implemented: By following as closely as possible the original program design, UH and SCC increased the possibility that the desired outcomes would be realized since the project roadmap was grounded in a results-based framework. Through developing an entrepreneurial component to their educational offerings, SCC was able to cultivate a mechanism by which they could help improve livelihoods and incomes among OSY by delivering targeted instruction which was initially developed by the University of Hawaii – Manoa and later localized by SCC faculty and staff. This process of curriculum development and adaptation further contributed to the achievement of another intended result, which was to enhance SCC's capacity for training and workshop delivery. Mostly because not every OSY had a revenue-generating enterprise at the time the evaluation was conducted, there was mixed success in terms of the project's ability to support and foster community-led strategies that optimized profit potential through agricultural entrepreneurship and farmland management. Yet, the fact that at the time of the evaluation at least five such OSY businesses were still in operation, and even generating enough income for some of the

business owners to return to school, was a strong rate of entrepreneurial success to have achieved for individuals who received only 11 days of training in agri-entrepreneurship. Even in developed country contexts that are not mired in a protracted conflict, the expectations for an entrepreneur's business to fail are more common than for it to succeed. Consequently, while profit potential was fostered, the journey towards optimization remains ongoing and future project implementations should clarify that the failure of an OSY business would not be an uncommon occurrence.

**Unintended results.** The evaluation uncovered results from the program implementation that were not previously anticipated by the project implementers. These results can be broadly grouped as 1) positive psychosocial effects for the project participants and 2) expansive effects that reached beyond project expectations. That SCC was a target beneficiary of UPLOAD JOBS is clear, but human capacity building for these stakeholders was not limited just to their ability to deliver training and workshops on their own – SCC faculty and staff also built up their self-confidence in being able to effectively manage an international partnership as well as for being able to support a marginalized group that has traditionally been underserved by tertiary institutions in the Philippines. The ability of the OSY to list the multiple complex concepts they learned during their training cohort served as evidence of their upskilling, however, the OSY also experienced a positive shift in their self-confidence from being selected to participate in UPLOAD JOBS, receiving the opportunity to establish a business that might be able to help them support themselves, as well as being able to do things like conduct and interpret market research, which even some adults where they live are unable to do. The sense of accomplishment and pride in these achievements was expressed and observed during

the focus group discussions and likely contributed to the lingering optimism that, if their business had experienced a degree of success, this success might be continued, and if it had not, that there might still be a way to reverse these circumstances. The expansive effects of the project for both the SCC stakeholders and the OSY that can be directly attributed to the intervention was that both groups were able to disseminate the benefits of their participation beyond their home region of Mindanao, acts which contributed to the augmentation of the positive psychosocial effects mentioned earlier. Opportunities to change perceptions of the people who come from Mindanao and being able to demonstrate their newly developed skills, whether through presenting to an international audience of academics and practitioners (SCC) or sharing their handcrafted products with people outside of Mindanao (OSY), were positive yet unintended program impacts that have contributed to the desire of these stakeholders to see the program continue and achieve sustainability. By giving SCC faculty and staff and the OSY meaningful opportunities to think and travel beyond the bounds of where they live produced conditions that are advantageous to replicate. The one negative unintended result identified points to a breakdown in the well-thought out chain of communication between UH and SCC, who serve as the primary project interface to the OSY. Due to there not being a person designated the responsibility of explaining programmatic changes among the different OSY Cohorts, when changes arose that the OSY did not have an explanation readily available for, they took it upon themselves to invent reasons for explanatory purposes. This unfortunately led to a situation where OSY speculated about how funds were being managed by SCC, and questions about why their particular cohort was not worthy of receiving the same amount of prize money as the first cohort. While these undesirable feelings did not dampen the

enthusiasm to participate, some OSY felt that they had to work harder with fewer resources available for their business. The evaluators would recommend that similar levels of diligence in the quality of communication that was applied between the higher education partners be considered for communications with the OSY because this can help dispel tension and feelings of malcontent that could derail the impact of other project activities that did have the desired positive effect.

### **Potential for Program Sustainability.**

The potential for program sustainability is most directly related to the continued relevance of the program design and the financial resources management for the continuation of the CAFE as the entrepreneurial outlet for programs, services, and training for Midsayap and the Central Mindanao region. The sections which follow provide greater insight into areas of consideration for SCC and their internal and external stakeholders.

**Continued Relevance of Program Design.** Related to the misalignment of training module content and delivery schedule is the expectation that OSY with limited education and resources (in a conflict region) will successfully launch and sustain a small business enterprise. The US Small Business Administration (SBA) continues to post failure rates of nearly 33 percent of small businesses in their first two years. Additionally, those small businesses that survive are characterized by having established themselves within their market, fended off competitive elements, built up a trained and experienced staff, honed their systems and processes, learned from mistakes, made the necessary course corrections, formed supplier relationships and attracted an army of loyal, paying customers contributing to a healthy bottom line. For UPLOAD

JOBS to have an expectation that OSY in Mindanao would perform at higher levels of small business success and sustainability than entrepreneurs and start-ups in the US given all of the obvious constraints (education, resources, opportunities, etc.) was a fallacy from the beginning. Consequently, it should be no surprise that the improvement of OSY livelihoods was not due to sustainable business start-ups.

A number of conclusions were drawn regarding the training modules in such areas as educational level and content, pace of delivery, target audience, and instructional approach. Although the target audience for the UPLOAD JOBS project was intended for young people who do not acquire the knowledge, skills, and attitudes needed to gain meaningful employment due to the low prevalence of a college education and secondary school attendance, the educational level of the material, depth of content, and pace at which the training was delivered was inconsistent with the target audience. Several citations by UPLOAD JOBS stakeholders noted that college students at SCC were in semester long courses covering like content as were OSY who had far less education and expected to grasp complicated and advanced concepts. Furthermore, clearly the training modules were formulated based upon US best practices and evidenced curriculum in entrepreneurship, yet considerations for models that best serve uneducated youth living in rural and/or conflict stricken areas were not employed in the module development. All contextualization of the modules was the responsibility of SCC and seemingly rooted in practical application void of evidenced based practices.

**Financial Resources Management.** Although the Center for Agriculture and Farmland Entrepreneurship (CAFE) was envisioned to serve as the center for excellence to engage and empower OSY and the larger community in order to achieve sustained income

growth through effective training, one-to-one consulting, and advising,” personnel challenges plagued the advancement of this vision and sufficient attention was not dedicated to developing and implementing this resource in a timely manner. Subsequently, the sustainability of UPLOAD JOBS and project benefits is in question as the CAFE was identified as the primary vehicle through which SCC would deliver entrepreneurial agriculture training and continue to engage OSY after UPLOAD JOBS ended.

### **Summative Recommendations from the External Evaluation Team**

In summary, the following recommendations are offered to the readers of this evaluation to facilitate the potential for sustainability and leverage the assets and outcomes of the UPLOAD JOBS project. Additionally, these recommendations also contribute to USAID’s Education Strategy, Goal 2 “to improve the ability of tertiary and workforce development programs to generate workforce skills relevant to a country’s development goals.”

**Continue to employ results-based management processes and systems.** Southern Christian College responded well to the UPLOAD JOBS results-based management system which served as a project guide and communication tool with internal and external stakeholders. The results-based system contributed to the institutional capacity building and advanced internal protocols and mechanisms within college administration, positioning SCC for an educational leadership role in entrepreneurship training and consultation.

**Adapt training modules for key population segments in the region.** Addressing the concerns surrounding the relevance of the program design for Mindanao, SCC is encouraged to continue the adaptation of the training modules to best serve the identified key populations in

the report (OSY, farmers, single mothers, NGOs). This type of service customization can also contribute to producing expert local trainers in delivering entrepreneurial agriculture training through the college, whether it be through Research and Extension or through Academic Affairs.

**Secure appropriate leadership to leverage the local and regional support generated and mobilized as a result of UPLOAD JOBS.** The support and participation of external stakeholders in the UPLOAD JOBS project was extraordinary, from the barangay captains to the government agencies of the Philippines. The seeds of collaboration have been planted and the fruits of the labor have begun to be realized, however without a purpose or a program to gather and someone to lead the effort, benefits can quickly fade as those engaged return to comfort zones. Given the pending retirement of Dr. Neyra from Southern Christian College and the conclusion of the UPLOAD JOBS project and leadership of Dr. Chan, the continuation of training benefits as well as the potential for program sustainability calls for strong and immediate leadership.

**Continue to build institutional capacity at Southern Christian College.** The UPLOAD JOBS project established a precedent to engage faculty on academic contract appointments concurrently as trainers through a separate college division, namely Research and Extension. By continuing to do so, institutional barriers that impact student and community access to entrepreneurial information have the potential to be reduced and thereby increase access. Currently, the College of Business and Accountancy (from which one of the SCC faculty/trainers was housed) offers a Bachelor of Science in Entrepreneurship (BSEntrep) as an academic degree program. Often times in the US, educational institutions will use the Extension divisions to test

new programming and offer the content until new or revised curricula makes it through the approval process. Ongoing collaboration between Academic Affairs and Research and Extension has the potential to result in a more varied choice of entrepreneurial training and education for diverse stakeholders as compared to maintaining separateness and traditional educational silos.

**UPLOAD JOBS Stakeholder Interview List**

Partnership Administration/Management	
<b>Dr. Elma M. Neyra</b> JOBS Partnership Co-Director Southern Christian College	<b>Dr. Catherine Chan</b> JOBS Partnership Director University of Hawaii – Manoa
<b>Emilie Bayona</b> JOBS Partnership Co-Coordinator Southern Christian College	<b>Tina Lee</b> JOBS Partnership Coordinator University of Hawaii – Manoa
<b>Dr. Edwin Balaki</b> President Southern Christian College	<b>Mary Younkin Pleasant</b> JOBS Partnership Coordinator (former) University of Hawaii – Manoa
Faculty Trainers	
<b>Dr. Brent Sipes</b> Pest Management University of Hawaii – Manoa	<b>Dr. Theodore Radovich</b> Crop Management University of Hawaii – Manoa
Faculty/Instructors/Trainers: Project Beneficiaries	
<b>Lusille Mission</b> Lecturer in Marketing Southern Christian College	<b>Roberto Cambel</b> Lecturer in Business Planning Southern Christian College
<b>Michelle Ortez</b> Lecturer in Finance Southern Christian College	<b>Jovelyn Bantilan</b> CAFEDirector Southern Christian College
Students: Project Beneficiaries	
<b>Cohort 1</b> Beverly Costales Lovelyn Jay Andoque Hamsiyah Olimpain	<b>Cohort 2</b> Ronie Calbag Kimberly Talha
<b>Cohort 3</b> Halil Abubakar Jodelyn Marquez	<b>Cohort 4</b> Analiza Samaranos Michael Rubin Oliver Beldad

Local and Regional Stakeholders	
<b>Jesus Fabia</b> CAFEBoard of Directors Southern Christian College	<b>Gregorio Saljay III</b> CAFEBoard of Directors Southern Christian College
<b>Leonora Guilloreza</b> Regional Director of TESDA	<b>Rene Falconitin</b> Barangay Captain
USAID	
<b>Maria Josefina Cabaguio</b> Project Management Specialist, USAID Philippines	
ACDI/VOCA volunteers	
<b>Bryce Malsbary</b> OSY Business Planning	<b>Diana Lilla</b> CAFE Strategic Planning

Participant Observation List

Partnership Administration/Management	
<b>Dr. Elma M. Neyra</b> JOBS Partnership Co-Director Southern Christian College	<b>Dr. Catherine Chan</b> JOBS Partnership Director University of Hawaii – Manoa
<b>Emilie Bayona</b> JOBS Partnership Co-Coordinator Southern Christian College	<b>Tina Lee</b> JOBS Partnership Coordinator University of Hawaii – Manoa
<b>Dr. Edwin Balaki</b> President Southern Christian College	
Faculty/Instructors/Trainers: Project Beneficiaries	
<b>Lusille Mission</b> Lecturer in Marketing Southern Christian College	<b>Roberto Cambel</b> Lecturer in Business Planning Southern Christian College
<b>Michelle Ortez</b> Lecturer in Finance Southern Christian College	<b>Jovelyn Bantilan</b> CAFEDirector Southern Christian College
Local and Regional Stakeholders	
<b>Jesus Fabia</b> CAFEBoard of Directors Southern Christian College	<b>Gregorio Saljay III</b> CAFEBoard of Directors Southern Christian College
<b>Leonora Guilloreza</b> Regional Director of TESDA	<b>Rene Falconitin</b> Barangay Captain

### Stakeholder Interview and Focus Group Schedule

<b>Friday, May 15</b>					
<b>OSY Focus Group Ronda Zelezny-Green</b>			<b>Stakeholder Interviews - Therese Fellner</b>		
7:00 - 8:00am	Breakfast		7:00 - 8:00am	Breakfast	
8:30-10:00am	Focus Group #1	OSY Cohort 1	8:30-10:00am		
10:30-Noon	Break		10:30am-noon	Stakeholder #1	Dr. Catherine Chan
Noon - 1:00pm	Lunch		Noon - 1:00pm	Lunch break	
1:30 - 3:00pm	Focus Group #2	OSY Cohort 2	1:30 - 3:00pm	Stakeholder #2	Tina Lee
3:00 - 4:00pm	Break		3:00 - 4:00pm	Break	
4:00 - 5:30pm	Focus Group #3	OSY Cohort 3	4:00 - 5:30pm	Stakeholder #3	Emilie Bayona
5:30-6:30pm	Dinner Break		5:30-6:30pm	Dinner Break	
7:00-8:30pm	Focus Group #4	OSY Cohort 4	7:00-8:30pm	Stakeholder #4	Jovelyn Bantilan
<b>Saturday, May 16</b>					
<b>OSY Focus Group Ronda Zelezny-Green</b>			<b>Stakeholder Interviews - Therese Fellner</b>		
7:00-8:00am	Breakfast		7:00-8:00am	Breakfast	
9-10:30am	Focus Group #5	OSY Cohort 1, 3	8:30-10:00am	Stakeholder #6	Michelle Ortez
11:00-12:00pm	Lunch		10:30-Noon	Stakeholder #7	Jesus Fabia
12:00-1:30pm	Focus Group #6	OSY Cohort 2, 4	Noon-1:00pm	Lunch	
1:30-2:30pm	Break		1:30- 3:00pm	Stakeholder #8	Roberto Cambel
2:30-4:00pm	Stakeholder #5	Rene Falconitin	3:30 - 5:00pm		
5:30-7:00pm	Dinner Break		5:30-7:00pm	Dinner Break	
<b>Sunday, May 17</b>					
<b>OSY Focus Group Ronda Zelezny-Green</b>			<b>Stakeholder Interviews - Therese Fellner</b>		

7:00-8:00am	Breakfast		7:00-8:00am	Breakfast	
8:30-10:00am	Stakeholder #10	Leonora Guilloreza	8:30-10:00am	Stakeholder #12	Dr. Elma M. Neyra
10:30-Noon	Stakeholder #11	Gregorio Saljay III	10:30-Noon	Stakeholder #13	Edwin Balaki
Noon - 1:00pm	Lunch		Noon - 1:00pm	Lunch	
1:00-4:00pm	Capacity building training: Participant observation		1:00-4:00pm	Capacity building training: Participant observation	
4:00 - 5:00pm	Break		4:00 - 5:00pm	Break	
5:30-7:00pm	Dinner Break		5:30-7:00pm	Stakeholder #9	Lusille Mission

<b>Wednesday, May 20</b>		
<b>Stakeholder Interviews (VIRTUAL VIA SKYPE AND TELEPHONE)</b>		
9am HST/2pm CST/8pm BST	Stakeholder #15	Theodore Radovich
130pm PST/330pm CDT/930pm BST	Stakeholder #16	Pauline Sullivan
<b>Thursday, May 21</b>		
<b>Stakeholder Interviews (VIRTUAL VIA SKYPE AND TELEPHONE)</b>		
10am EST/9am CDT/3pm BST	Stakeholder #17	Bryce Malsbary
10:30am HST/3:30pm CDT/930pm BST	Stakeholder #18	Brent Sipes
<b>Friday, May 22</b>		
<b>Stakeholder Interviews (VIRTUAL VIA TELEPHONE)</b>		
930am PST/11:30am CDT/5:30pm BST	Stakeholder #19	Mary Younkin Pleasant

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## Appendices

### Appendix 1: Virtual and Face to Face Interview Schedule – STANDARD

The following questions are designed to have stakeholders answer questions regarding the efficiency of management processes and systems, relevance of program design, effectiveness of program implementation, impact of program intervention, and potential for program sustainability.

#### **BACKGROUND**

1. What was your role in the UPLOAD JOBS project?
2. What are the major services you provided/oversaw?
3. At what point in time did you join the project?

#### **PROJECT EFFICIENCY: Management Systems.**

4. How did the partners make use of goals, objectives, and outcome driven framework (results-based management systems) for the project?
  - a. University of Hawaii
  - b. Southern Christian College
  - c. Discuss communication among project partners.
 

**PROBES:**      Frequency  
                  Proactive vs. Reactive
  - d. Describe the strategies used among the team that facilitated collaboration.
 

**PROBES:**      What worked vs. what didn't work?

5. How did University of Hawaii and Southern Christian College (“the partnership”) identify and select participants for activities?

**PROBES:** OSY  
 Faculty  
 CAFE

**PROJECT EFFICIENCY: Decision Making Processes.**

6. What decision making processes contributed to efficient program implementation?
7. How did University of Hawaii and Southern Christian College (“the partnership”) allow for stakeholders to provide input into implementation planning and delivery?

**PROBES:** OSY, Faculty, CAFE

8. How did the University of Hawaii and Southern Christian College (“the partnership”) ensure that OSY, Faculty, CAFE(stakeholders) concerns and/or priorities were being incorporated into implementation planning and delivery?

**PROBES:** OSY  
 Faculty  
 CAFE

9. How was the timeliness of the project activities?

10. Were resources used efficiently?

**PROBES:** Human resources (project leadership, trainers, etc.)  
 Financial resources (grant funds, UH and SCC funds)  
 Non-financial resources (facilities, equipment, etc.)

**PROJECT RELEVANCE: Contextualization.**

11. To what extent were program activities and interventions adapted for the local context?
12. In your opinion, how responsive were SCC and UH to OSY, Faculty, CAFE(stakeholders) interests and needs?
13. To what extent was the Agri-Entrepreneurship training (intervention) content aligned with national and local priorities? USAID strategies? OSY needs?
14. To what extent did the program reflect commonly accepted best practices in entrepreneurship?

**PROJECT RELEVANCE: Logic.**

15. To what extent were activities and outputs linked logically to program objectives?

16. What recommendations would you suggest for current training module content?  
Future training modules?

**PROJECT EFFECTIVENESS: Results.**

17. In your opinion, have outputs and outcomes been achieved?

**Standard indicators - PROBES**

- Outreach/extension activities
- OSY Training/short-term
- Student access
- Direct beneficiaries
- SCC Capacity building

18. Given the ongoing security situation in Mindanao, what adaptations were made? To what extent did the adaptations contribute to the desired outputs and outcomes?

19. What were the major factors influencing the achievement/non-achievement of results?

**PROBE:**           Achievement  
                          Non-Achievement

20. In your opinion, were program activities implemented according to the original design?

**PROBE:** Was there program fidelity?

**PROJECT IMPACT: Outcome level results.**

21. What are the positive/negative effects of the OSY training (intervention)? Faculty training (intervention)?

**PROBE:**           Positive  
                          Negative

22. What are the intended/unintended effects of the OSY training (intervention)? Faculty training (intervention)?

**PROBE:**           Intended  
                          Unintended

23. To what extent, do you perceive these results as being attributable to the program?

**PROJECT IMPACT: Expansive effects.**

**24.** Is there evidence that project outcomes had a wider effect than anticipated?

**PROBE:** Strategic alliances  
SCC  
Private sector partnerships  
Government  
Regional institutions.

**25.** In your opinion, did the UPLOAD JOBS Project promote local support of agri-entrepreneurship?

**PROJECT SUSTAINABILITY: Program effects.**

**26.** Please share how likely do you think the program effects will continue over time after funding has ceased? If so, what aspects of the program have the best chance of continuing?

**27.** In your opinion, what would be the major factors that would influence these lasting effects?

**PROBE:** Financial resources management  
Results based management  
Institutionalization  
Stakeholder engagement  
Continued relevance of program design.

**28.** What has proven to be the most impactful component of the UPLOAD JOBS Project?

**29.** Given implementation progress to date, what do you think is likely to be the long term impact as a result of the program?

**30.** What recommendations would you make to improve the likelihood of program sustainability?

**Appendix 2: Virtual and Face to Face Interview Schedule – ADAPTED FOR INTERPRETATION**

The following questions are designed to have stakeholders answer questions regarding the efficiency of management processes and systems, relevance of program design, effectiveness of program implementation, impact of program intervention, and potential for program sustainability.

**BACKGROUND**

1. What was your role in the UPLOAD JOBS project?
2. What are the major services you provided/oversaw?
3. At what point in time did you join the project?

**PROJECT EFFICIENCY: Management Systems.**

4. How did the partners make use of goals, objectives, and outcome driven framework (results-based management systems) for the project?
  - a. University of Hawaii
  - b. Southern Christian College
  - c. Discuss communication among project partners.
 

**PROBES:**      Frequency  
                          Proactive vs. Reactive
  - d. How did people work together?
5. How were youth identified and selected for trainings? Faculty trainers?

**PROJECT EFFICIENCY: Decision Making Processes.**

6. What decisions helped get the program started?
7. How did University of Hawaii and Southern Christian College include OSY and Faculty in the planning and delivery of training modules?
8. How did the University of Hawaii and Southern Christian College make sure that OSY and faculty concerns and/or priorities were being included in training modules?
9. How was the timeliness of the project activities?
10. Was the project well run?  
**PROBES:** Leadership, trainers, grant funds, college funds, facilities, equipment

**PROJECT RELEVANCE: Contextualization.**

11. To what extent were program activities and trainings designed for Mindanao?
12. Did SCC and UH pay attention to OSY and faculty interests and needs?
13. Did the Agri-Entrepreneurship training modules match with what the Philippines wants? Did it meet the needs and interests of OSY?

**PROJECT RELEVANCE: Logic.**

14. Were activities linked to improving livelihood and incomes for rural out-of-school youth?
15. Were activities linked to improving SCC extension programs in agricultural entrepreneurship?
16. What suggestions do you have for the training modules?

**PROJECT EFFECTIVENESS: Results.**

17. Did the project:
  - a. Establish a well-functioning CAFÉ?
  - b. Establish a lasting partnership between UH and SCC?
  - c. Provide good training in agri-entrepreneurship?
  - d. Help SCC offer more trainings?
18. What changes needed to be made due to the ongoing security situation in Mindanao?

19. How did these changes help the project?
20. What influenced the achievement and/or non-achievement of results?  
**PROBE:** Achievement vs. Non-Achievement
21. Were program activities implemented according to the original design?  
**PROBE:** Was there program fidelity?

**PROJECT IMPACT: Outcome level results.**

22. What are the effects of the OSY training? Faculty training?  
**PROBE:** Positive vs. Negative  
Intended vs. Unintended
23. To what extent, do you perceive these results as being attributable to the program?

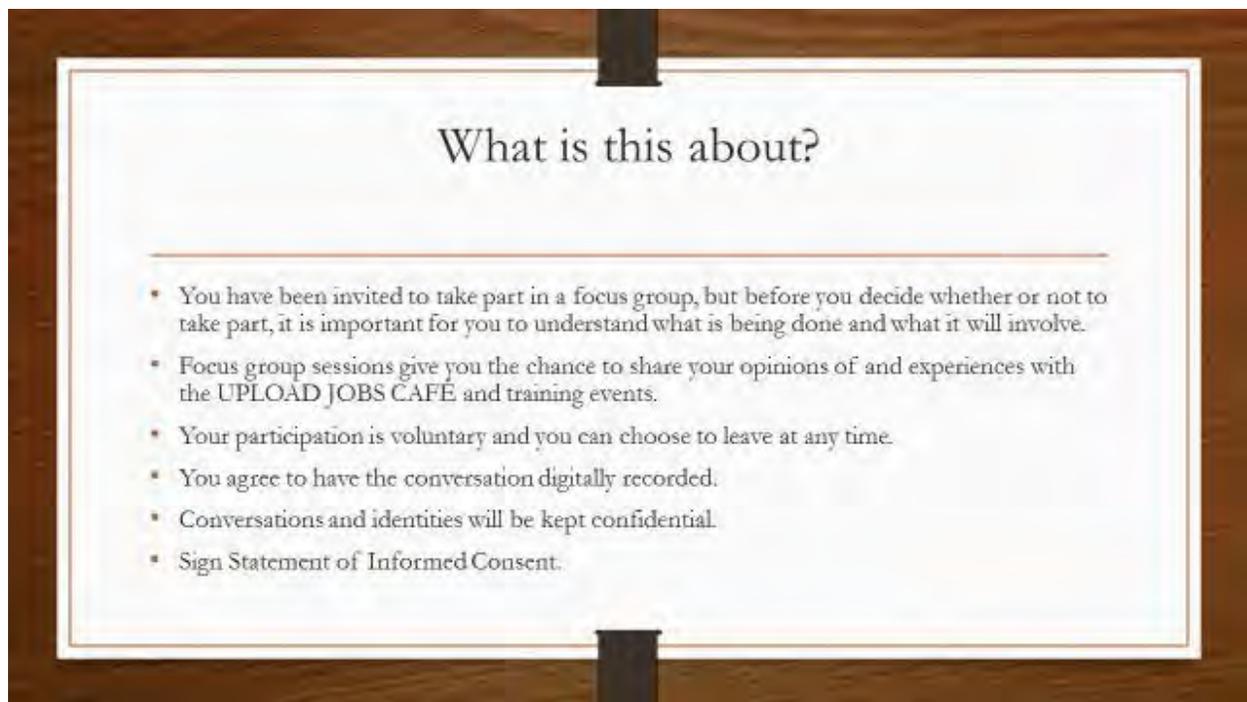
**PROJECT IMPACT: Expansive effects.**

24. In addition to Mindanao, did the project have any other effects?
25. How did the UPLOAD JOBS Project promote local support of agri-entrepreneurship?

**PROJECT SUSTAINABILITY: Program effects.**

26. Do you think the benefits of the training will continue? For OSY? SCC? If so, what parts have the best chance of continuing?
27. What are the most important things that will help training benefits continue?
28. Overall, what is the most important part of the UPLOAD JOBS Project?
29. What part of the project do you think will last the longest?
30. What do you think has to happen for the program to continue?

Appendix 3: Focus Group Questionnaire – Adapted for Interpretation and Presentation



## Who are we?

---

- Tell us.....
- your name,
- your business or business idea,
- what was the best thing you got from the UPLOAD JOBS for Mindanao training?

## How did you find out?

---

- Think back to the UPLOAD JOBS trainings. How did you first hear about them?
- Why did you get involved?

## Trainings and Workshops

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- For this next series of questions, think back to your experience with the JOBS training activities:
  - How did the training apply to Mindanao? The Philippines?
  - Do you feel that what you learned helped your business idea? Understanding your customers?
  - How did you learn about the need and demand for your services or product?

## Trainings and Workshops

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- How valuable did you find the ag-entrepreneurship training content?
- What was the most useful training for you? Why?
- What did you think of the topics?
- Did you like how the instruction was delivered?
- What are the types of things are you doing differently as a result your participation?

## Trainings and Workshops

---

- To what extent will your experience influence future decision making?
- How did the training help you start a business?
- How do you use what you learned on a day to day basis in your business?
- Of all the things we discussed, what would your recommendations be for continuing the UPLOAD JOBS program?

Thank you!

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**Appendix 4: Participant Information Sheet**

Study Title: Evaluation of the UPLOAD JOBS for Mindanao Project

**Invitation paragraph**

I would like to invite you to take part in a research study looking at the UPLOAD JOBS for Mindanao Project. Before you decide you need to understand why the research is being done and what it would involve for you. Please take time to read the following information carefully. Ask questions if anything you read is not clear or would like more information. Take time to decide whether or not to take part.

**What is the purpose of the study?**

This research is designed explicitly to evaluate the following about the UPLOAD JOBS for Mindanao project. We are looking to ask you about the

- efficiency of management processes and systems,
- relevance of program design,
- effectiveness of program implementation,
- impact of program intervention, and
- potential for program sustainability.

More specifically, this evaluation will examine each of these items to generate knowledge about how higher education partnerships can contribute to the promotion of entrepreneurship and workforce skills development among out-of-school youth. The following discussion on methodology demonstrates how this project is designed to do just that.

**Why have I been invited?**

You have been identified as a significant stakeholder with the UPLOAD JOBS for Mindanao and we are greatly interested in hearing what you have to say about your experiences.

**Do I have to take part?**

It is up to you to decide. We will describe the study and go through the information sheet, which we will give to you. We will then ask you to sign a consent form to show you agreed to take part. You are free to withdraw at any time, without giving a reason.

**What will happen to me if I take part?**

If you agree to take part in this research, you will be asked to participate in the following:

- Interview: depending on your location, this will be either a face to face or virtual interview (online through Skype or a similar service). You will be contacted to schedule an interview, which will last from 60-90 minutes. The data will be recorded with your permission and used to answer the research questions for this project.
- Focus Groups: you will be contacted to schedule a focus group to be conducted at Southern Christian College or virtually (online through Skype or a similar service). Focus group sessions will be scheduled for 60-90 minute blocks of time. The data will be recorded with your permission and used to answer the research questions for this project.

Please note that your confidentiality will be maintained at all times during this process. The data you provide will be used to evaluate the JOBS for Mindanao project and for that alone.

**Expenses and payments?**

For those participating in the face-to-face interview and focus groups, expenses related to travel, transportation, and accommodation will be provided, along with a per diem for food or other expenses. For the virtual interviews and focus groups, there will be no costs accrued as facilities and internet connectivity will be provided.

**What are the possible disadvantages and risks of taking part?**

There are no risks involved in taking part in the study, aside from time loss accrued as a result.

**What are the possible benefits of taking part?**

The possible benefits of taking part in this study relate to your involvement in evaluating a potentially beneficial project for the local or regional economy and employment marketplace.

**Will my taking part in the study be kept confidential?**

Your confidentiality will be safeguarded in this research project as the data will be presented in the aggregate. When significant passages from the transcripts are included, these will be anonymized to protect your identity. Your data from the interviews and focus groups will be recorded, transcribed by the researchers, and stored safely online. It will be made available only to the researchers and stakeholders involved in the study.

**Appendix 5: Informed Consent Document**

**Statement of Consent:** I have read the information provided in the Participant Information Sheet, and have received answers to any questions I asked. I consent to take part in the study.

Your Signature \_\_\_\_\_ Date \_\_\_\_\_

Your Name (printed) \_\_\_\_\_

In addition to agreeing to participate, I also consent to having the interview tape-recorded.

Your Signature \_\_\_\_\_

Date \_\_\_\_\_

Signature of person obtaining consent \_\_\_\_\_

Date \_\_\_\_\_

Printed name of person obtaining consent \_\_\_\_\_

Date \_\_\_\_\_

### Partnership Results: Custom and Standard Indicators

Progress toward FY15 performance targets in terms of the partnership's Higher Education Standard Indicators is summarized in the table below:

<b>Standard Indicators</b>	<b>Value this Reporting Period</b>	<b>FY15 Target</b>	<b>Reporting Frequency</b>
Outreach/Extension Activities	0	2	Semi-annual
Training – Short Term	0	4	Semi-annual
Training – Long-Term (A. Faculty Enrolled)	0	0	Annual
Training – Long-Term (B. Completed)	0	0	Annual
Access – Students	415	0	Annual
Research - Joint Projects	0	0	Annual
Access - Policies	0	0	Annual
Beneficiaries - Direct	474	90	Annual
Curricula - New and/or Revised	0%	0%	Annual
Experiential / Applied Learning	0%	0%	Annual
Programs - New	0	1	Annual
Research - Applied, Replicated, Taken to Market	0%	0%	Annual

Progress toward FY15 performance targets in terms of the partnership's Custom Indicators is summarized in the table below:

	<b>Indicator Name</b>	<b>FY15 Target</b>	<b>Q1+Q2 (10/1/14 - 3/31/15)</b>	<b>Q3 (4/1/15- 6/30/15)</b>	<b>Frequency</b>
1	Number of Centers of Excellence (Center for Agricultural and Farmland Entrepreneurship [CAFE]) established	0			Semi-annual
2	Number of Advisory Council members meeting	0			Semi-annual
3	Number of strategic frameworks developed for CAFE (e.g., vision-mission statement, strategic plans, policies and procedures, etc.)	0			Annual
4	Number of database of organizations and individuals created	0	0	2	Semi-annual
5	Number of workshops taught by former participants	10	6	0	Semi-annual
6	Number of research abstracts/posters presented in an international conference	9	5	4	Semi-annual
7	Number of agricultural entrepreneurship short-term courses, modules and workshops developed with innovative pedagogical approaches	3	6	1	Semi-Annual
8	Increased number of professional collaborations between CAFÉ and community	6	1	6	Semi-Annual

	stakeholders including MOUs				
9	Number of annual partnership engagement colloquium/meetings conducted	1	0	1	Annual
10	% of individuals who report an increase in skills in the areas of entrepreneurship and farmland management	90%	82.4%	100%	Semi-Annual
11	Number of innovative business models submitted	5	4	3	Semi-Annual



**UPLOAD JOBS for Mindanao (University Partnership Linking Entrepreneurship and  
Agricultural Potential to promote Job Opportunities for Business Scale-Up for Mindanao)  
Associate Award No: AID-492-L-A-11-00002**

**July 2012 - July 2015**

University of Hawaii at Manoa, College of Tropical Agriculture and Human Resources  
Project PI/Director: Dr. Catherine Chan  
Southern Christian College, CEREA  
Project Director: Dr. Elma Neyra

Total funding amount: \$1,070,495.00  
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Final cost share amount: \$151,697.00

**August 12, 2015**

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## **Executive Summary**

UPLOAD JOBS for Mindanao is a university partnership between the University of Hawaii at Manoa (UH) College of Tropical Agriculture and Human Resources (CTAHR)/Natural Resources and Environmental Management Department and Southern Christian College (SCC) Community Education, Extension, and Research Administration (CEREA) to implement an agri-entrepreneurship extension program for out-of-school youth in Central Mindanao to promote job opportunities and business scale-up. Starting July 2012, the partnership has two objectives: 1) to improve institutional and human capacity at SCC in the area of agri-entrepreneurship, and 2) to improve the livelihoods of OSY and non-OSY community in Mindanao through improved agri-entrepreneurship training and practices. The partnership project is being administered by Higher Education for Development of the American Council for Education, and is funded by USAID Philippines.

The training program development and operating framework is based on developing a dynamic and modern entrepreneurship training program that considers local and regional context; consistently monitors and evaluates its program for its effectiveness and makes the appropriate adaptations without degrading the overall desired impact. The training program curriculum development follows a seven-step process (sets overall project goal, develops successful program indicators, assesses needs via baseline data with stakeholders, reviews and synthesizes standard curriculum of successful entrepreneurship programs, combines the information collected to develop an unique program for Mindanao, uses the teach-coach-mentor model to deliver the training and capacity building of trainers and ensures continuous evaluation of the effectiveness of the program and make the necessary adaptations). The extension training program developed from the seven-step process resulted in 200 OSYs trained in agri-entrepreneurship with 102 receiving a certificate of completion. Six SCC faculty (majority female) were trained to independently carry out the agri-entrepreneurship training program with six OSYs trained to carry out a condensed training version to be delivered to communities and NGOs. A center named Center of Agriculture and Farmland Entrepreneurship (CAFE) has been established to sustain the program activities created by this project. There is strong indication that incomes of OSY have increased and they are generally becoming more productive citizens such as more OSYs are employed or enrolled in school in addition to having started a business. With regards to what the OSYs are currently doing, 31 are

actively employed, 17 enrolled in school, 87 started a business, 20 is pursuing some kind of businesses and two databases of potential clients have been assembled.

With regards to building SCC's institutional and human capacities specifically, the following activities were carried out: developed and enhanced an agri-entrepreneurship program with five key courses; held two annual colloquiums to showcase products of OSYs and facilitated networking between new businesses and potential consumers; six community/NGOs workshops were held and on demand courses such as Nature Farming, Pest Management, Value Chain were delivered. With regards to human capacity building; eleven faculty and staff and six OSYs were trained to carry out future trainings, workshops and to conduct market research independently and selected faculty were invited to attend professional development conferences in the Philippines and U.S. Since part of the project budget was a sub-award to SCC, financial and personnel management skills were imparted to the SCC team naturally during project implementation. In addition, clear, professional communication protocols and skills in website development, newsletter creation, crowd sourcing and leadership were introduced.

Without strong leadership and faculty enthusiasm from SCC, local government units, national government agencies support in-kind such as providing staff and resources to the trainings and private businesses support, the project would not have been as successful. There were numerous factors that led to effective project implementation. These included: continuous face-to-face mentorship between the partners and between the SCC and the OSYs in light of frequent natural disasters and security problems; support from government and barangay officials; creativity and enthusiasm from OSY, SCC and faculty; excellent project leadership and strong coordination; use of current faculty to build the next generation of trained OSYs and others; income generation mechanism model to sustain CAFE; effective promotion and marketing of programs; flexibility in training timeframes and location; progressively building of trust and mutual respect among the partners and OSYs; training gradually geared more toward mentoring the OSY's businesses; support from community and parents; prescreen trainees for higher probability of success and transparency and professionalism in communication. Some of the challenges are: continuous face-to-face mentorships among partners and OSYs; commitment to attend all training modules and follow-up activities due to security and conflict related problems, incorporating much needed 'soft' skills such as sales and leadership trainings which we did add. Both implementing partners also observed that the true impact of the project is difficult to identify and measure due to the short 3-

year duration of the project. CAFE was not as grounded and institutionalized in SCC since its establishment has been recent though the faculty and staff are fully on board now. There is a general lack of social capital among family and community thus once the formal training is over, the support of the businesses started by OSY wanes as priorities of their families differ from the OSYs, while the differences in priorities are exacerbated by gender.

A strong business plan for CAFE has been created with the assistance of the SCC faculty to sustain the project past June 2015. CAFE sustainability is buttressed by a diverse activity portfolio: agri-entrepreneurship training, consulting services, business incubation with shared equity and leasing equipment and space for businesses scale-up in addition to the established websites, extensive client databases and networks built. Youth unemployment in Central Mindanao is caused by lack of skills sets needed by employers among youth, peace and order situation in the region, and the lack of economic activities to engage in. Unemployment has consequences for the development of the area. The project has provided institutional development to SCC through the faculty coming from CBA-HRM and COA, extension and research program, and currently aiding CAFE to become a center for entrepreneurship to sustain what had been started. CAFE in SCC will remain to be the hub where people learn and learn to earn, specifically the OSYs. It can play an important role in assisting the youth and other learners to become productive workforce and/or partner in propelling economic activities in the area as entrepreneurs. The project is very relevant in the context of Central Mindanao.

## **Section 1: Development Issue(s) and Context for Partnership**

UPLOAD JOBS for Mindanao is a university partnership between the University of Hawaii at Manoa (UH) College of Tropical Agriculture and Human Resources (CTAHR) and Southern Christian College (SCC) Community Education, Extension, and Research Administration (CEREA) to implement an agri-entrepreneurship extension program for out-of-school youth in Central Mindanao to promote job opportunities and business scale-up. Starting July 2012, the partnership has two objectives: 1) To improve institutional and human capacity at SCC in the area of farmland entrepreneurship, and 2) To improve the livelihoods of OSY and non-OSY community in Mindanao through improved entrepreneurship farmland practices. The partnership is being administered by Higher Education for Development of the American Council for Education, and is funded by USAID Philippines.

UPLOAD JOBS for Mindanao was implemented in a region of the Philippines that depends highly on its agricultural industry. The second largest island in the Philippines, Mindanao is known as the bread basket of the Philippines because it is a major source of the country's tropical fruit, vegetables, sugar cane, coconut, coffee, freshwater fish, and livestock (Provincial Government of Cotabato, 2012). However, like many rural farming regions, communities in Central Mindanao have limited access to capital, built resources, training, and employment opportunities. In addition, Central Mindanao has been in a constant state of conflict, which also impacts the route towards economic development. Conflict in Mindanao is deeply rooted in history, stemming from the migration of Christian and Catholic settlers from other islands to the predominantly Muslim sultanates of Maguindanao and Sulu (Schiavo-Campo and Judd, 2005). Modern day violence is much more complicated, led by clans that maintained vibrant shadow economies of illegal items, including guns and ammunition (Vellema et al. 2011). These clans became increasingly organized and adapted into society, and conflict –related businesses now fuel local livelihoods and economies (Vellema et al. 2011).

Local economies and social structures in Central Mindanao have been disrupted by centuries of conflict, and youth, considered to be the future of a nation, are especially at risk. The quality of education is compromised, and youth are required to leave their studies to generate income for themselves and their families. Rural post-conflict and conflict regions typically exhibit the highest levels of youth unemployment and lowest levels of youth completion of basic education (USAID 2007). In fact in the Autonomous Region of Muslim Mindanao, youth unemployment is 42% compared to the national average of 6 percent (USAID 2007). In Central Mindanao, only 52% of its young adults (15-24) register to secondary schools. TESDA (Technical Education and Skills Development Authority) states that the average Filipino farmer only reaches the 5<sup>th</sup> grade (TESDA 2011). With generations of youth that are 'left behind' in their education, it is very difficult for this generation to gain the skills necessary to be gainfully employed and productive members of their society.

The issue of youth unemployment and education is being addressed by public and private institutions through workforce training and skills development. Institutions like TESDA (Technical Education and Skills Development Authority, ATI (Agricultural Training Institute) and DTI (Department of Trade and Industry) provide technical skills training and certificates to out-of-

school youth and other extension learners. Training programs specifically in entrepreneurship and agri-entrepreneurship can reduce rural unemployment by introducing youth to self-employment through entrepreneurship or making them more employable, and provide the knowledge and experience to make out-of-school youth more resilient to fluctuations caused by conflict. Experience in entrepreneurship can also build self-confidence and independence, traits that are lacking in youth that have not completed their education and cannot find employment.

The UPLOAD JOBS for Mindanao partnership contribution to workforce skills training is through short-term extension courses on micro agri-entrepreneurship. Working with SCC's College of Business and College of Agriculture, UH-CTAHR and SCC-CEREA designed an agri-entrepreneurship extension training program that aimed to train out-of-school youth to start their own enterprise from start to finish.

## **Section 2: Partnership Results**

### **Results by objective**

#### ***Objective 1: To improve institutional and human capacity at SCC in the area of farmland entrepreneurship***

The partnership project achieved a variety of successful outcomes and outputs as related to each project objective. The first objective, "to improve institutional and human capacity at SCC in the area of farmland entrepreneurship", was achieved via two major outcomes followed by subsequent related outputs.

In order to improve the institutional and human capacity at SCC, the partnership's first major outcome under Objective 1 was to create "A Center for Agriculture and Farmland Entrepreneurship (CAFE) that is operational". At the start of the project, there was no established center for entrepreneurship within Midsayap, North Cotabato, suggesting its potential to serve the region in advancing entrepreneurship and providing resources and new information to the community. The project team started groundwork for CAFE, such as the charter and board of directors membership and duties, immediately in Year 1 Quarter 1 upon project inauguration with a visit from UH team and advisor Quentin Dombro. During Year 1 Quarter 1, SCC also selected members of the advisory council representing the stakeholders that supported the CAFE (Output 1.1.1). The CAFE advisory council is composed of seven members including a Bangsamoro representative, OSY representative,

NGO representative, banking sector representative, and 3 additional members from government, higher education, and civil society. Advisory council members are either recommended by other members or by invitation. For the first cycle in Year 1, Dr. Elma M. Neyra, SCC project Co-Director, with consultation with stakeholders, appointed seven members in the first year. Each member contributed to the CAFE development and also other related activities, workshops and Colloquium events. The Board is structured to change membership every two years though the initial term was staggered so not all members rotate off at the same time. The advisory council provides direct support such as creating network linkages, providing advising and guidance to CAFE, and being a representative of CAFE in public venues. Most importantly, they help to cast a greater net of networks, resources, partners and interested participants that could support and benefit from the CAFE along its venture. The current members of the advisory board to date include 1) Mrs. Lucrecia Neri; 2) Gregorio Saljay III; 3) Mrs. Lenora Guilloreza; 4) Mr. Jess Fabia; 5) Ms. Analyn V. Derequito; 6) Mr. Rodelio Ambangan; 7) Abdulkadir Kambat. The partnership project is proud to have achieved its targets to establish and sustain the CAFE and its advisory council of seven members since the onset of the project in 2012.

The organizational framework and governance structure of the CAFE was set up during Year 1 Q1 (Output 1.1.2). A working group was convened in July 2012 at Southern Christian College to discuss, create and develop the organizational framework and governance structure of the CAFE. The meeting was facilitated by Mr. Quentin Dombro, expert consultant from the U.S., in collaboration with the partnership team. The advisory council reviewed and approved the final framework that same month and SCC subsequently institutionalized the CAFE in October of 2012. Next, as project activities went underway, the partnership created a database of organizations and individuals that they could document and monitor in order to track the stock and flow of participants attending and contributing to the partnership and the CAFE activities (Output 1.1.3). This database was created using excel in the Year 1 Q3+Q4 of the April 1 to September 30, 2013, reporting period and was populated for each activity/ event until the project termination. The database was organized by date, event title, and full name/gender/ association or affiliation/ contact email for each participating individual. It was particularly useful when distributing invitation letters about events, distributing our semi-annual newsletter, and monitoring the partnership's network of participants, stakeholders and organizations. Observing the need for an online presence to popularize CAFE, CAFE and UPLOAD JOBS staff worked on integrating and building two online databases through its Facebook page and MailChimp (online newsletter). In the

final reporting period, Q3+Q4 April 1 to September 30,2015, (i.e. Facebook Page/ Group and MailChimp) will be transferred to the CAFE. As the project target was only one database, the partnership team surpassed our target with contributing two additional databases to expand, support and engage the CAFE network.

The second major outcome under partnership objective 1 was “SCC’s staff/ faculty capacity to deliver workshop and training is increased” (Outcome 1.2). This was successfully achieved by the partnership through the design and implementation of a context appropriate agri-entrepreneurship training program using a seven-step process:

1. Set project goals
2. Develop indicators of success (i.e. # of OSY trained, # of faculty trained)
3. Baseline assessments of OSY, Faculty, and local businesses – Surveys and focus groups conducted to determine agri-entrepreneurship training topics in demand in the region
4. Review entrepreneurial courses and curriculum – Desk review of international and U.S.-based entrepreneurial training programs
5. Align baseline assessments and curricula review – Aligning international training program courses and standards with local needs assessment
6. Teaching sustainability model: Train, coach, mentor
7. Evaluate and adapt

A total of 17 short-term courses, modules and workshops were developed and instituted (FY 2013: 6, FY 2014:9, FY 2015: 6) by U.S. visiting professors/ experts and the SCC faculty/ staff (Output 1.2.1). These courses were introduced to the OSY and non-OSY of Central Mindanao and related to agriculture and farmland entrepreneurship (i.e. five course modules under the agri-entrepreneurship certificate), as well as additional courses that were selected on an at-needs basis (via feedback from the community). Additional courses included Sales Training, Leadership training, Natural Farming, Value added, Pest Management and other topics. The partnership was able to surpass their baseline target of 16 courses, modules and workshops instituted with its final total of 17. More information about select courses may be found on the partnership website: [http://manoa.hawaii.edu/ctahr/uploadjobs/?page\\_id=618](http://manoa.hawaii.edu/ctahr/uploadjobs/?page_id=618).

11 SCC faculty members and extension program staff were trained to be trainers, using the ‘Train, Coach, Mentor’ model (Figure 1). Prior to this partnership project, the SCC faculty/ staff had not

formally trained OSY and non-OSY on these select agri-entrepreneurship courses. Each module had a ‘primary’ and ‘secondary’ facilitator or trainer. For Cohort 1, the primary was a U.S. based faculty trainer, and the secondary was an SCC faculty trainer who was mostly translating and supporting the training. Cohort 2, the secondary SCC faculty trainer became the primary trainer, and UH faculty observed and coached the process. The project invited new faculty and select OSY to become the secondary trainers. For Cohort 3, the primary and secondary trainers were well established. UH faculty became mentors and provided feedback and suggestions as needed, including ideas for new activities and training concepts. Select OSY trainers continue to help facilitate the trainings. During the Cohort 3 training, UH conducted a content evaluation to ensure that in translation, the content of the training program was not revised in a way that made it unrelated to the topic (Appendix e). Cohort 4 was coordinated and delivered entirely by SCC.

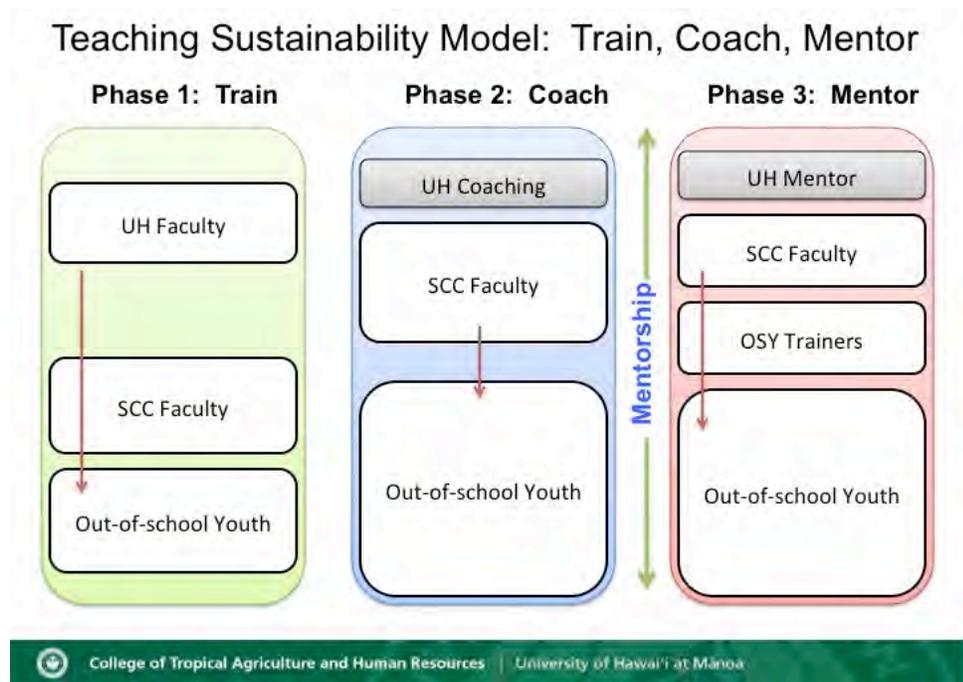


Figure 1. UPLOAD JOBS for Mindanao Teaching Sustainability Model using the ‘Train, Coach, Mentor’ approach. U.S. based faculty conducts the first training (Cohort 1) to selected SCC faculty and OSY. In Phase 2, UH faculty coaches SCC faculty while they deliver the next training (Cohort 2). UH Faculty then takes the mentor position providing pedagogical advising and new training activities while SCC faculty become the primary trainers (Cohort 3 and 4).

The partnership strived to expand its efforts in improving institutional and human capacity at SCC. Within the project, faculty were encouraged to build their experience in academic, research and professional development at the global scale. UH coached SCC faculty trainers to conduct market

research on OSY products using conjoint choice analysis and compile results into an abstract. UH also coached SCC faculty to submit abstracts to international conferences, where they could receive experience in the academic research profession. In July 2013 and February 2014, UH delivered lunch seminars on grant and proposal writing so that SCC faculty would have the skills to seek funding for their research engagements. On both occasions, UH followed up the seminar with a Call for Proposal, helping SCC faculty to put together a research grant proposal to receive funding from the project. Upon acceptance, faculty were given a small amount to work with UH and conduct the joint research proposed. A total of nine research projects were completed, and their abstracts were submitted by faculty for posters and/or presentations (Output 1.2.3) and national and international conferences across FY2014-2015 (Appendix F). Locations of international conferences include the United States (Atlanta, Georgia, Baltimore, MD and St. Paul, MN), the Philippines and South Africa. A sample of abstracts and conference posters for UH-SCC joint conjoint choice analysis market research studies are located in Appendix F. As the partnership project initially focused on training and workshop delivery, this indicator/ output was an unexpected achievement by the partnership and as such exceeded its initial baseline of research abstracts/ posters that were presented/ submitted (baseline of 0). Taking part in joint research initiatives and participation at international conferences empowered the SCC faculty, and hopefully will continue to empower them to be leaders in the future. The only challenge behind this output was coordinating the time schedule and availability of the SCC faculty and staff given that these activities were considered voluntary and extra curricular to their existing teaching schedules and responsibilities at Southern Christian College.

Another major outcome included the “existing network of entrepreneurial organizations and individuals is increased” (Outcome 1.3). As discussed in section 1.d., new partnerships with civil society organizations, banks, businesses, government organizations, and other universities gave OSY opportunities to apply their new knowledge of agri-entrepreneurship. The partnerships brought about opportunities for on-the-job training, working at entrepreneurship market, attending additional trainings, and even jobs. To support a strong network, the UPLOAD JOBS staff created a network database during Q3+Q4 of the April 1 to September 30, 2013 reporting period and it was populated for each activity/ event until the project termination thus increasing access to the partnership’s network of entrepreneurial organizations. While the database grew for each partnership activity and event, the annual partnership and engagement colloquiums/meetings that were held FY 2014 (the UPLOAD JOBS annual colloquium and Tradeshow, Southern Christian

College, February 2014) and FY 2015 (the CAFE annual colloquium, Southern Christian College, May 2015), significantly increased the number of entries in partnership database of entrepreneurial organizations and individuals.

In addition, these colloquium events were opportunities to keep all participating stakeholder organizations and individuals engaged in the partnership activities and also introduce them to new partnership achievements (i.e. the CAFE's agri-entrepreneurial services and resources for the burgeoning entrepreneurs of Central Mindanao). The partnership achieved its targets of hosting two annual partnership and engagement colloquium/ meetings (Output 1.3.1). These colloquiums were also great opportunities for OSY to sell their locally made products and find out more information about how to grow and expand their businesses given the variety of activities and stakeholder discussions included at these colloquiums (i.e. the TechnoClinic, May 2015) (Appendix C-3). More information about these events may be found in the supplementary documentation of the partnership project and under the partnership's relevant PRIME reports.

***Objective 2: To improve the livelihoods of OSY and non OSY community in Mindanao through improved entrepreneurship farmland practices***

The value and impact of training modules was measured through evaluation forms that were distributed at the end of each module. The purpose of these evaluation forms was to measure the performance of the trainer and impact of training material on the OSY's knowledge. The partnership achieved a total average of 93.87% of individuals self-reporting that they increased their skills in the areas of entrepreneurship and farmland management. The partnership exceeded each year's baseline annual target of 75% (FY 2013), 80% (FY 2014) and 90% (FY 2015) (Appendix A-3), thus demonstrating that the UPLOAD JOBS training program was new and useful information for the OSY.

At the end of each training cohort, OSY business teams create a business plan, and received the resources to execute the business plan. CAFE supported the OSY business teams with networking opportunities, guidance and advising, and additional training opportunities. Through this additional engagement with the OSY business teams, business plans improved and evolved beyond the training program into more innovative and profitable enterprises. Custom indicator #11 (number of innovative business models submitted to the CAFE) measures OSY business plans and UPLOAD JOBS for Mindanao business plans that CAFE designed and innovated beyond the UPLOAD

JOBS training program. Custom indicator #11 in FY13 and #4 in FY14 also includes CAFE's business plan as an innovative business plan. In FY 2013, five business plans were improved or innovated, followed by 13 in FY 2014 and seven in FY 2015 (Appendix A-1, A-2). As a result, the partnership was able to more than double its baseline target of 12 business models submitted to have a total of 25 by the close of the partnership project.

Finally, to reflect the number of out-of-school youth (OSY) and non-OSY (i.e. community stakeholders, faculty, etc.) that were trained in agri-entrepreneurship and farm management, we kept a master list database of total OSY and Non-OSY. A total of 200 OSY attended the five-module agri-entrepreneurship training with a total of 102 OSY having completed all five modules and received the Agri-Entrepreneurship certificate. The number of OSY that completed training varies significantly from the number of OSY that only attended training due to various administrative/ implementation reasons that include but are not limited to: 1) local security resulting in delays of activities; 2) family obligations and commitments that results in OSY leaving the training early; 3) individual illness that they had to leave training; and 4) duration of training that some OSY were unable to commit (that is why for Cohorts 2-4 we divided the training into two parts instead of nine consecutive days of training. To help the OSY complete the certificate program, the OSY from Cohort 1 and 2 were invited back to an 'A la Carte' training that overlapped with the training of Cohort 3. The OSY were given the opportunity to make-up for missed modules. Unfortunately, only 5 OSY participated in this opportunity. For non-OSY, a total of 783 individuals participated in partnership activities across the duration of the project (2012-2015). Please refer to the Direct Beneficiaries database (OSY and non-OSY) that was submitted for the latest PRIME report for a complete list of full names and affiliations.

### ***Impact and outcomes not directly monitored in Results Framework***

The UH project team conducted a series of surveys to measure the income generating potential of out-of-school youth in all four UPLOAD JOBS cohorts. OSY were given a pre-screen survey including questions about income generation before their cohort training began (Appendix G-1). The project team also conducted in-depth qualitative interviews with a select 18 OSY at the end of the project after attending the agri-entrepreneurship training program, commencing an enterprise, receiving coaching and advising, and participating in additional training opportunities (Appendix G-3). The 18 OSY were selected based on their dedication and continued activity with the project. According to the qualitative interviews, 71% reported an increase in income. Some of the OSY reported that

entrepreneurship was the most stable source of income they have had. The number of employed OSY also increased. The results of these surveys will be published in a book at the end of 2015.

The benefits from enterprises created through the UPLOAD JOBS agri-entrepreneurship training also trickled down to the local communities of certain OSY. During Cohort 1, a team of OSY created Heavenly Banana Chips to cook and sell banana chip snacks. Eventually the team dissolved after team members started going to school and getting employment. The UPLOAD JOBS project staff and CAFE worked with the OSY business to train Women of Pacao, a people's organization, to take over the business. Women of Pacao have since expanded and established banana chip sales beyond their local market.

### ***Data Limitations for the Partnership Results Narrative***

The custom indicators for this partnership project were revised three times. The first set of custom indicators (19 indicators) were established at the onset of the project FY 2012 (Appendix A-1) and then revised again prior to initial project (Appendix A-2). Indicators were revised based on Higher Education for Development's advice to revise indicators for double-counting, lack of clarity, and remove indicators that are no longer relevant. The final list of custom indicators is listed with cumulative data in Appendix A-3. For this list, the following two custom indicators were revised: 1) Custom Indicator 6: "Number of research abstracts/ posters presented in an international conference" was not included in our custom indicator framework until FY 2015; therefore, there is no baseline target nor monitoring of this indicator until FY 2015; and 2) Custom Indicator 7: "Number of entrepreneurship short-term courses, modules and workshops with innovative pedagogical approaches" was initially represented as a percentage for FY 2012-2014. For FY2015, this indicator was changed from "percent" to total "number" of short-term courses, modules and workshops with innovative pedagogical approaches. Therefore, numbers to reflect this indicator change in FY2015.

### **Stakeholder engagement and strategic alliances.**

In its course of project implementation, UPLOAD JOBS for Mindanao was able to forge strategic alliances with several organizations and entities that helped in attaining the objectives and deliverables of the partnership.

- ***Public-private partnerships***  
*TESDA- (Technical Skills and Development Authority)*

UPLOAD JOBS for Mindanao was able to submit the training modules for TESDA's Review. Once approved, the trainings conducted through these modules will now be TESDA CERTIFIED. At present, according to TESDA Provincial Director Leonora Guiloreza, the modules were now submitted to the National board for final review.

*ATI-Agricultural Training Institute -*

The project has also strong linkages with ATI who are interested in overseeing OSY's pursuing their businesses and are willing to give enhancement training to help to help striving OSYs entrepreneurial endeavour.

*DTI- Department of Trade and Industry-*

DTI was able to donate equipment to SCC research center. Ms. Ruth Salarda, DTI local representative pointed out that OSYs will now be able to access additional materials and equipment to improve the production speed and quality of products.

- ***Campus-community partnerships***

*CAMPUS- The College of Bachelor of Science in Business Administration* has provided the project their source of trainers in the persons of Michelle Ortez (Entrepreneurial Finance), Asst. Dean Lusille Mission (Entrepreneurial Marketing and Ms. Monette Flauta (Production and Business Plan) as well as College of Agriculture (Mr. Robert Cambel for Entrepreneurial Marketing ). The administration's support for all the training and activities of the project also helped in the project's successful implementation.

- ***Barangay (village) Local Government Units-*** Different barangays were approached in search for out-of school youth participants to join the initial qualifying surveys. The help of the barangay officials to inform, monitor and oversee the business projects were very vital in the success of the businesses.

- ***Local Businesses and organizations of Midsayap*** and nearby communities also joined in to help in the implementation of the different training activities and project implementation details. De Rose of Manila and Manna's Store provided UPLOAD JOBS for Mindanao venue for OJT and Entrepreneurial experience . Manna's Organic Farm and Production, Saljay farm of Pigcawayan area also served as location during training field trips and area visits for model farms and businesses

- **Financial Institutions** like local Cooperative (Sta Catalina) and Banks (Land Bank of the Philippines) have also been supportive in the activities of the project, and they have expressed willingness to help through advises and guidance for the success of these emerging entrepreneurs.
- **Municipality linkages** - The project had been wholeheartedly received by the Municipality of Sultan Kudarat, particularly Mayor Helen T. Latog and the Alternative Learning Systems Mobile Teachers (ALS). who served as co-advisers to the OSY participants . The Mayors and councillors of the Municipality of Aleosan, Pigcawayan, Midsayap, and Libungan were also part the project's success as they allow their participants to actively take part in fulfilling the UPLoad JOBS objectives, as well as be participants in their annual exhibits and trade fairs.

### Section 3: Sharing Learning

#### Challenges and solutions.

- **Out-of-school youth not participating due to other obligations** – One of the features of our program was to continuously work with out-of-school youth even after they receive their certificates. Starting an enterprise is an extensive process that requires support and advising; our project staff tried to be continuously engaged with OSY from past cohorts to help them with their businesses. However, we noticed that many of the OSY worked on their business for 0-6 months, then stopped due to a variety of reasons. Mainly, there is a lack of social capital built among family members and community to support the business initiatives of the OSYs.

*Solution:* In the future hold workshops with family and community members on the value of the trainings and create a social capital builder position to support OSYs as they confront family and community resistance to carry on with their businesses. These were provided by the SCC staff but the time commitment became overwhelming when the number of OSY trained was increasing.

- **Partnership communication logistics** – The partnership involved participants from two locations with time difference (Hawaii and Philippines), maintaining valuable levels of communication was a challenge throughout the project. This challenge is to be expected in

any international project, and overcoming the challenge was a capacity building opportunity for both sides of the partnership. Time differences made it difficult to correspond throughout the work day. Staff and project partners have varying levels of technology access and capacity. When communication protocols were established, culturally determined styles of communication were sometimes a cause for confusion and lack of clarity within the partnership. Likewise, inconsistent bandwidth and electricity availability due to brown outs often delayed communication between project partners. Overall, although communication was a challenge, it did not significantly impact project implementation or outcomes, and served to be a beneficial process for the partners.

*Solution:* The partnership utilized appropriate technologies (i.e. Skype, DropBox, e-mail, shared documents) as much as possible. Year one of the project, the partnership held a communications protocol training session where we determined frequency and modes of communication that would be utilized throughout the project. E-mail was selected as the regular form of communication, with monthly team Skype meetings. The teams set up a DropBox account as a common repository to share information, documents, photos, etc. between the partnership. Regular visits from the UH team have also been helpful in order to be on track with the specified objectives and deliverables. Project staff developed trusting and friendly relationships with each other, thus breaking down some of the cultural barriers of communication, and helped create more transparent discourse.

- ***(SCC) Administrative support of project activities***

Varied reactions were exhibited by SCC administration towards the different OSY activities launched by the project. Since academic faculty and teachers were involved in the agri-entrepreneurship training, permission to allow their participation in trainings has been a challenge from the start as it affects their teaching schedules. Similar challenges have been experienced when the trainers have to be sent on trainings and conferences. Participation in UPLOAD JOBS for Mindanao, whether it be through training, market research opportunities, or conference attendance, was not always perceived as an opportunity to improve their ability to be effective teachers at SCC. Lack of administrative support may have restricted our trainers to participate more in the project, and made it more difficult to get have the time and participation of new trainers.

*Solution:* Within SCC, project leadership held meetings and negotiated with SCC administration to open more opportunities for the faculty. Continued involvement,

negotiations and meetings to provide the requirements mandated by the department heads and administration should be done, such as class-make up schedule, submission of requirements and activities to be done by the students in the absence of the teacher. Including administration in the project's decision-making process from the beginning of the project could also have improved its acceptance and integration by university administration.

- ***Few trainers actively involved with training:***

The project at the start involved a number of teachers to train but as the project implementation progressed, the number of teachers participating decreased due to security reasons. Only a handful were left to extend training to OSY, and still these trainers have experience challenges in meeting the requirements and protocol when being away from the classroom. The handful of trainers were trained by renowned experts in the field of entrepreneurship, and were able to experience exposures through trainings and conferences here locally, nationally and internationally. SCC would have been able to take advantage of the project's capacity building of their person power and knowledge had more of their faculty participated in the program.

*Solution:* In order to increase faculty's participation mid-project, the project held a mini-grant call for proposal to conduct a guided market research study using conjoint choice analysis. In the process, we were able to gain participation of four additional faculty members. Although these four shared their gained knowledge widely, they did not become actual agri-entrepreneurship trainers yet. Perhaps they can participate in the future if they get trained further by the trainers. In addition, every time we held a colloquium, we invited all faculty in the College of Business and College of Agriculture to join planning committees. It is informally mentioned and suggested that these endeavor should have been formally integrated as an extra teaching obligation for the teachers. In this manner, training schedules conducted by the teachers, since it is part of their teaching responsibilities, will have less documents and permits required and consequently, trainings and conferences that they have to attend will be treated like a requirement needed by the teacher in order to qualify as trainer.

- ***Peace and Order Situation in Mindanao***

Mindanao had perennially experienced security challenges especially when political issues ignite new armed groups unrest and clashes. Since UPLoad JOBS is situated in the middle of

these uncertain situations, implementation and monitoring was severely affected. During the conduct of activities such as qualifying surveys, the staff had to implement schedule changes and adjustments and has to coordinate with local authorities to monitor situations and decide accordingly. Several USAID visits were also retracted for the same reason. Since the region was under travel warning according to the U.S. State Department, many U.S. based faculty were advised not to or did not want to travel to SCC to conduct capacity building activities. The peace and order situation reduced the ability for UH to make appearances at SCC and work directly with their administration and faculty. When the security situation got increasingly worse in mid-2013, UH project team made the decision that only project coordinator and project director in most cases could travel to SCC and training sites. Lack of safety also hindered the project's ability to monitor and keep in contact with the OSYs that were not trained to assess whether the training made a difference.

*Solution:* SCC coordinated with local authorities and Barangay Officials who constantly monitor the security situation of critical areas and routes is essential. Instead of holding training activities at SCC, the project trained in safer locations like Davao City, Lake Sebu, and Manila, which added to the cost per trainee of each training and training were not extended to as many OSYs as we would like.

- ***Cash advances for SCC sub-award***

SCC's sub-award was set up to have expenses reimbursed to SCC upon reconciliation through proper documentation. However, this meant that SCC would have to front the initial cash to implement its project activities. Since a project activity could be budgeted upwards of \$12,000, the SCC Project Director and the Fiscal personnel found it to be very hard to find the cash funds to implement activities. In some instances, they had to borrow from other SCC accounts to pay for project staff salaries. Even after UH provided SCC with a cash advance, the 1-2 month gap in between advances and reconciliation of advances meant that SCC had to delay payments to their staff and hold other project payments until the next advance went through.

*Solution:* Although UH does not normally provide cash advances, they allowed a special cash advance to SCC of \$25,000 at one time. UH required that SCC clear each advance before they could provide the next advance of \$25,000. Often times, there was a 1-2 month gap for SCC to process its invoices, submit them to UH, and have UH process the invoice and

deposit the next advance. UH and SCC fiscal officers worked together to reduce the processing time in between advances, so that project funds could be disbursed more smoothly. In July 2014, UH worked with SCC and HED to realign its budget for the final year of project implementation. At this time, SCC was given the opportunity to reanalyze project spending and determine if activities could be implemented given the schedule of cash advances. During the final year, UH Project Director was also given advances to assist with paying project activities to ensure not delay in implementation.

- ***Partnership decision making over financial matters:***

Dialogue and decision making regarding spending and management of SCC's budget was a challenge for the UH project team, particularly one of UH's roles was to ensure the subaward was spent responsibly according to the objectives of the project. Financial questions were sometimes an uncomfortable topic between the partners and were either overlooked or discussed too politely that the important decisions were not made. Although there was an official process of approval of spending between UH and SCC, it was uncomfortable to have open dialogue about budgeting, salaries, and other financial matters, and there was a lack of clarity of SCC in the process in which the budget was managed. This created situations throughout the partnership where either SCC staff or faculty were disgruntled with the way money was managed by SCC's fiscal management team..

*Solution:* UH monitored SCC's spending progress in each of their spending categories, and helped SCC's project management team make decisions on their budget. On a few occasions, UH assisted SCC project partners by sitting down together at a table and address the uncomfortable financial issues with the teachers and staff. When the trainers complained the pay structures were not transparent, UH helped designed a transparent system to pay trainers based on the effort and time spent on curriculum design and training.

- ***Balancing income generation and training as a program outcome***

One of the main desired outcomes of our training program was to increase livelihoods of OSY in Central Mindanao, however livelihood improvement in the form of income generating was not easily monitored among the OSY. OSY did not segue directly into entrepreneurship after they received their certificates. Some of the OSY enrolled in school with the earnings they made from their enterprise; others became employed or informally self-employed. The training program was perceived as less effective to local partners

because it did not convert OSY into successful business owners immediately. This perception may have caused SCC administration to have less commitment in our agri-entrepreneurship training program.

*Solution:* The project staff conducted a series of qualitative interviews with OSY to better understand how the agri-entrepreneurship training program has impacted their ability and confidence in participating in income generating activities other than entrepreneurship. In the preparation of transferring UPLOAD JOBS to CAFE, we put together a business plan with the help of SCC faculty that demonstrates how training, advising, and incubation of OSY businesses can generate sustainable income.

- ***Making the agri-entrepreneurship program gender-appropriate***

Depending on the OSY's religion and ethnicity, the families of OSYs have varying gender roles that influence their current and future opportunities. For example, according to a series of qualitative interviews that were conducted, women in 'Bangsamoro' families do not have the same access to education as their brothers. They are encouraged by their families to go abroad and work to send money back to their families. Transgender and homosexual OSYs face challenges that are not yet well understood by the university community.

- ***Making content understandable for a wide range of education-levels***

Of the OSY trained through UPLOAD JOBS for Mindanao, 8% completed elementary school or middle school, 71% completed high school, and 21% completed some vocational school or college. The program was training some OSY with high levels of education next to some OSY who only finished elementary school. The program was designed by U.S. faculty who are extension faculty and understands the level appropriateness training.

Entrepreneurship is a very applied topic, and the project aimed to deliver a quality, hands-on internationally accepted program crafted to be understood and adapted for the audience.

*Solution:* SCC trainers adapted the original training program to work better with local context and language. Both UH and SCC trainers incorporated activities that could be understood with lower levels of education, such as interviewing business owners, skits and role play, and group activities.

- ***Brownouts and Weather Conditions***

Philippines is known for its unpredictable weather and storms. There were instances where OSY were not able to attend the training because of floods in the area. Because of such instances, rescheduled trainings and activities were done to accommodate participants in such situations.

Power outages were also common in the Mindanao area especially in the project's second year of implementation where it even reached 6-8 hours brownouts. This has affected the project's workflow and communication. There were backup electric generators were provided by the school but it was also scheduled. Meetings online were affected, including internet access, use of computers, printing of documents and other office functions.

*Solution:* Knowing that most brownouts were scheduled helped much in scheduling tasks needing current such as electronic equipment, internet and the like. Evening works are also inevitable since most power outages happen in daytime.

## **Lessons learned and best practices.**

### **Lessons Learned**

- ***Age range of Out-of-school Youth***

The sustainable outcome of training OSY in agri-entrepreneurship may not be solely for them to create an income generating enterprise; instead, the training process gives them self-confidence and practical tools they can use to be self-employed if they choose to. In most instances, OSY trained from our project did not yet develop successful businesses, however, many became engaged in other productive activities.

As 18-24 year old youth, most of those who were involved had been excited at the beginning of the implementation, but typical of their age, lacked the sustaining interest to continue the task at hand and take up the responsibility of making their own business grow. Most were also more interested in going back to school once they earn money even if such amount will only last them a semester or less. This resulted to a few OSY's who were able to continue with the business and in per-order only basis since most of those who continued have eventually enrolled in school and the money they earn were used for their schooling.

For entrepreneurial training programs that really want to focus on producing successful, sustainable businesses, extending the age range to include older training group of entrepreneurs with creative ideas could be more effective. Older individuals are more

mature and dedicated to achieving prosperity in their ventures, however, younger individuals can be shaped to think creatively and build self-confidence and pride as many of our trainees have indicated they gained from the training. Training OSY has a lot of merit as shown by the enthusiasm of our trainees.

- ***Monitoring OSY businesses***

A proper monitoring structure should be in place even at the start of the project implementation in order to track down and check entrepreneurial implementation. For OSY, agri-entrepreneurship training does not end when they receive the certificate at the end of the program. Constant monitoring, advising, consulting, and follow-up is required specifically with OSY who are highly mobile. Projects should ensure that a significant portion of the training budget be allocated to continuous follow-up with existing businesses. Monitoring is especially important if there is a financial award/business plan competition award involved to ensure the OSY businesses are managing their finances correctly.

- ***Create a social capital advisor to assist in sustaining businesses created***

Often times when the trainees go home they lack the support of their families and communities to sustain their business initiatives as the priorities of the families for the OSY are different. The family might expect the OSY to follow the tradition to become an overseas worker or get married as a female. A social capital advisor will assist with continuous training and counsel to OSY trainees and family members on how to value the skills gained and sustain opportunities created.

- ***Partnership Management needs to be included in the results framework***

Capacity building projects like UPLOAD JOBS for Mindanao should incorporate partnership management as an aspect of the results framework. Within a partnership, there are critical interactions to be established, such as management of finances, personnel and human resources, communication, and decision-making. These processes can be established at the beginning of the project, but continue to be discussed and enhanced until the end of the project. Although UPLOAD JOBS for Mindanao partners had a great working relationship, it would have been beneficial to specifically work towards specific outcomes to enhance the capacity of both project teams.

- ***Technology support for the project***

In addition to providing hardware for project staff, the project ended up purchasing laptops with proper software for the SCC UPLOAD JOBS trainers. The trainers were fully responsible for updating their powerpoint presentations, creating worksheets, and other activities, yet their laptops constantly had problems. The trainers were using their personal laptops that often had unofficial copies of software, which corrupted their files. Likewise, since we were training the trainers to conduct market research, they needed to have up-to-date software capabilities.

## **Best Practices**

- ***Religion, gender, and ethnic neutrality***

The project (UPLOAD JOBS) involved different ethnicities and religions, and therefore in all of the trainings, consultations and project implementation, cultural practices and beliefs must be considered. These are exhibited in language and dealings with all participants. For example, the project required a more balanced gender ratio such as 60% male 40% female ratio for its major agri-entrepreneurship training programs. As much as possible, prayers were conducted to represent all religions present. In team meetings, the partnership also openly discussed gender, religion, and ethnic biases that may exist in the program and ways to change the biases. The trainings were also monitored to be neutral in regards to gender, religion and ethnicity.

- ***In-country institution and Community Involvement***

UPLOAD JOBS was able to launch activities such as colloquium that needed more staff power and involvement. The help that SCC personnel, faculty and community leaders to help implement such undertaking had been crucially essential to make the event successful.

- ***Mentor-Mentee training***

Mentor-Mentee training is where we train selected OSYs to become future trainers themselves, and they were exposed to also practice training in short portions (under the tutelage of the Teacher trainers) during trainings like NGO Workshops. Mentorship also existed between U.S. based faculty and SCC faculty for them to expand professionally as university faculty and extension trainers. Although this was not an official part of the training program activities, mentorship was beneficial to build the capacity of the SCC

faculty and future OSY leaders. These partnerships are permanent beyond the project duration.

## **Section 4: Sustainability**

### **Partnership elements likely to be sustained.**

Partnership for the project are comprised of universities partners, SCC partnership with trained OSY and stakeholders and trained faculty and OSY partnership and with CAFE

- ***UH and SCC partnership***

University of Hawaii and Southern Christian College partnership will be sustainable indefinitely between SCC trained faculty and faculty from UH that implemented the project. The partnership has evolved from a purely working to a mutually professional supportive partnership. The specific partnerships in the foreseeable future will be in the form of research collaboration, joint grant proposals and co-training. Currently the partnership is still on going for a number of ongoing project activities. They are joint articles submitted or to be submitted (2); joint book chapters (3), pending grant proposal (1). Informal partnership on assisting with sustaining CAFE exists and commitment to SCC's faculty professional growth is strong.

- ***SCC, stakeholder and OSY partnership***

SCC partnership with trained OSY and stakeholders will be sustainable as long as we have SCC commitment to financially support CAFE in the initial years after the UPLOAD JOBS ends. The most valuable and sustainable partnership is the MOUs with private business owners and DTI etc..that CAFE could link the OSY to. Finally, the key to sustain the activities is to prioritize CAFE efforts to promotion of her programs, applying for grants to support trainings and incubate 3- 5 businesses that have a good profit margin and share equity with these businesses.

- ***CAFE and community of OSYs partnership***

CAFE has created strong links to the trained OSYs via their untiring efforts to assist the OSYs with their businesses and mentoring. The trained OSYs have indicated their support to train other youths and shared their experiences. This is a very valuable resource and the OSYs will serve as excellent role models to other OSYs who are unemployed or underemployed.

## **Sustainability capacity**

- ***Financial resource planning and management***

The SCC Team, especially the Fiscal personnel were coached in fiscal planning and management as they worked with the UH Team following requirements, procedures and standards. This included proper documentation of expenditures, responsible spending, and personnel pay. The UH team held expectations for all fiscal and personnel processes to be conducted using UH institutional policy (i.e. proper documentation of travel expenditures, thorough hiring processes, etc.).

The SCC project team has also been capacitated in business planning and financial projections in the process of program design. During the third year of project implementation, UH and SCC teams worked with the CAFE Board of Advisors, faculty trainers, and ACDI/VOCA volunteers to redesign CAFE as a profit-generating enterprise. This included an extensive process of consultation, projections, feedback generation, and program design. The committed SCC administrators and the BOA with varying experience in banking, entrepreneurship, and extension work expressed their vision for CAFE and offered worthwhile and feasible actions for consideration and implementation. At the end of the project, CAFE commenced implementation of the business plan.

- ***Non-financial resource planning and management***

The UH team commenced the project by engaging SCC community and stakeholders during the groundtruthing in July 2012. The project outcomes and their indicators were discussed with the SCC administrators and expected project partakers (like the faculty); this is a good praxis in starting project implementation. The partnership has utilized coaching as methodology in planning and management of the project activities and engagements.

SCC team experienced working with UH team in hiring and personnel management. UH's institutional practice on personnel selection was introduced in the hiring of CAFE personnel. This personnel selection process includes outlining required and desired qualifications based on the job description, and having a staff team score each individual during the interview process. The process has since been replicated at SCC.

Unpredictable conditions such as planned activities being cancelled, i.e. visit of USAID and other partners or events transferred in other places like Cagayan de Oro City, Laguna, or Davao City due to peace and order situation had obligated the SCC Team to do contingency planning. The contingency planning experiences, in consultation with UH, has improved the ability of the team to link and develop partnership (like with UPLB) and consider to optimize the use of time (particularly the faculty).

Event planning and implementation with local partners like that of the NGO sponsored Entrepreneurship Training, On the job training of OSY with local entrepreneurs, and Trade Fairs are among the experiences in the project management that SCC finds significant. Through event planning, SCC established meaningful partnerships which can sustain the implementation of project activities.

The project has brought CAFE local and international partner-experts who are entrepreneurs or who are from disciplines related to agri-entrepreneurship. Their shared expertise to the faculty and to CAFE will continue to propel the Agri-entrepreneurship Training.

The SCC project team has also been capacitated to use novel forms of communication and fundraising to promote its programs. In the process of popularizing and promoting CAFE, the UH assisted SCC's project team in producing a handbook for CAFE communications tools such as a CAFE website and Facebook page. SCC and UH worked together to compile a communications and outreach strategy for CAFE to ensure targeted communications efforts. More so, UH is helping CAFE to be viable in its operation by launching an internet fundraising campaign using crowdsourcing.

- ***Results-based management***

Key to the realization of UPLOAD JOBS for Mindanao project outcomes are the well-defined project objectives and the specific and realistic indicators. The SCC team project team conducted regular reviews of planned events, following the Results Framework and Custom Indicators.

The SCC project team assisted UH in gathering data, writing, and other forms of reporting for HED's PRIME standard and custom indicators. UH trained SCC's project team in gathering data for monitoring and evaluation through tools like the screening survey (Appendix G-1), action survey (Appendix G-2), and subsequent data inputting and analysis. The SCC project team was also fully responsible for distribution and recording of activity data through the use of sign-in sheets and course evaluation forms. In this process, the project team has a deeper understanding of data requirements for project monitoring and evaluation, and the tools required to support the collection of data. Aside from SCC team/staff commitment to serve, their knowledge in project management is also one of the essential considerations in the realization of project results.

- ***Program institutionalization***

CAFE has been institutionalized by SCC through Board of Trustees approval (BOT meeting on October 2012). It has its strategic direction, developed its structure and has BOA and pool of experts. CAFE has been provided office and spaces to work with partner-clients. CAFE program support directly from SCC or from its other projects is essential to be done.

CAFE's Agri-entrepreneurship Training program has strong faculty, the training program contribution has been recognized by partners, i.e. LGU of Esperanza, the LGU has budgeted training for its OSY constituencies to develop the youth as municipal partners in agri-economic development. There is a need to develop 2<sup>nd</sup> liner faculty with passion to serve and help client-partners.

The Agri-entrepreneurship modules developed through the course of the project is currently with TESDA for perusal for certification consideration. The same modules were used to enhance the agri-business subjects in the College of Agriculture (COA) for the BS Agri-business, i.e. agri-marketing, agri-financing, College of Business Accountancy and Hotel and Restaurant Management (CBA-HRM) for subjects in BS Entrepreneurship and BS Business Administration i.e. introduction to entrepreneurship, marketing, financing and business plan.

Faculty exposure to presenting research at international conferences has contributed to the enhancement of the research programs of the CBA-HRM, College of Extension and

Community Development (CECD), and College of Teacher Education (CTE). The Grant Writing workshop conducted by the UH Team to SCC faculty as practiced and used can help in generating financial resources to support additional research and extension work. More so, continuing marketing research will help OSYs to improve their entrepreneurship/economic engagement. Sustaining research, the need to engage and train new teachers to go into research work is necessary.

UH and SCC have supported the project with supplies and working space respectively that cater to hands-on training on product development and business venture incubation of partner-clients. Policy on resource utilization is being crafted. These resources will continue to cater to the needs of OSYs and other partner-clients.

- ***Stakeholder engagement***

Meaningful engagement with stakeholders commenced during the project execution, and the engagement has to be sustained and intensified by CAFE. Local Entrepreneurs (LE) have been open to OSYs to offer their business projects for the on-the-job training and as market outlets of youth products. This group of stakeholders coach the youth to further understand the intricacies of managing business and at times the local entrepreneurs who are passionate to do community training-workshop involve the OSYs in the facilitation of hands-on training in topics that they are engaged into, i.e. workshop on the production of mushroom. This established partnership when sustained will eventually be of help to the OSYs.

The CAFE BOA composed of professionals and experts have guided CAFE in its direction setting. The advisors had been working to craft CAFE policy to help its operation. The advisors had also been doing strategic advising and assisting the CAFE Director in networking. Bright ideas to sustain the existence of CAFE shared during meetings can be critically studied and developed into workable actions.

During project execution, SCC team engaged with government agencies, the various engagements were very beneficial to UPLOAD JOBS for Mindanao project. The Department of Trade and Industries (DTI) gave training to the CAFE Director on business management to include good product development practices, product pricing, and opportunities of

entrepreneurs in the ASEAN market. This agency also provided equipment for product development which can be utilized by OSYs. The Food and Drug Authority (FDA) continually gives education through training to OSYs who are into food processing. Two government agencies, the Department of Agriculture (DA) and Department of Education (DepEd) were SCC Team partners in monitoring the OSYs in carrying out their business projects. A scholarship was also afforded by TESDA and Agricultural Training Institute (ATI) of the DA to one OSY to enhance further his skills in agri-entrepreneurship. Each of the agencies mentioned above have something to contribute to the project and to its client-partners. Since the services that these agencies have given are supportive to what the project have accomplished, it is just but rational to continue the partnership with them.

The University of Southern Mindanao (USM) and the University of the Philippines Los Banos (UPLB) were the academic institutions that were involved by the project in terms of training and exposure. USM College of Arts and Sciences through the Department of Microbiology delivered a training on Food Shelf Life to the OSYs who are into food processing. UPLB College of Public Affairs and Development (CPAF) has hosted the training conducted by the project to teachers and OSYs aside from hosting an entrepreneurship lunch seminar which were participated by faculty and graduate students of CPAF and College of Economics and Management (CEM). The College of Forestry (CF) of UPLB also given support during the training of OSYs by allowing the group to use their laboratory equipment. The engagement with UPLB specifically with CEM has brought forth the participation of UH Team and SCC Team with research faculty to the 1<sup>st</sup> Global Agri-Entrepreneurs Management (GAME) Conference in Makati on October 2013. There are opportunities of learning and resource sharing in this kind of engagement. This is a strategy that will be sustained.

The Local Government Units (LGUs) support to the project were diverse. The provincial LGU and three Municipal LGUs in the 1<sup>st</sup> District of Cotabato Province regularly engaged the project and the OSY businesses in their Annual Trade Fair; Esperanza LGU of Sultan Kudarat Province has appropriated in the municipal budget amount for OSY training cum start-up capital on agri-entrepreneurship; the Barangay LGUs had been our partners in communicating with OSYs and partners in monitoring OSYs' businesses. One community, Barangay Pacao, has extended the opportunity that the project has given to its OSYs to the

women who were interested to go into agri-entrepreneurship on Banana Chips. This community is envisioning to make this endeavor as its community enterprise to be of help to the 200 (50%) farmer population who have bananas.

There were five NGOs that the project served, of these five, one group composed of single parents has started to venture to calamansi juice business. Individual participants from other NGOs started to engage into business scheme like “sari-sari store” and native cake business. These groups that were reached out by the NGO sponsored seminar were given the basic entrepreneurial concepts and ideas that will certainly help them in their collective and/or single business. When partnership with NGOs are sustained, they can be one of the immediate client-partners of CAFE.

The UH Team had brought in International experts in agriculture and entrepreneurship, the ADCI-VOCA (volunteer experts) and exposed the SCC Team and Faculty to International Conferences. These chances of bringing in international partners and accessing faculty to conferences and the organizers are important events in the life of the project. Windows for opportunities to link and develop cooperation with experts and organizations were provided, these can be taken advantage to enhance what the project have started.

The international experts had capacitated faculty in develop learning modules, in facilitating training, and in conducting and presenting research. The gains of the faculty trickled to helping the OSYs, improve their classes/colleges, and promoting the project and SCC. When expert-faculty partnership continue, the project and other SCC programs will be further enhanced.

ADCI-VOCA had contributed significant advice to CAFE and to OSY businesses. The numerous recommendations for CAFE’s are worthwhile studying. Realistic and doable recommendations can be integrated and programmed by CAFE in its work and services. Possible contacts for CAFE support were also shared to SCC Team to consider. The OSYs businesses have also received assessments and recommendations, there is a need for CAFE to focus on the recommendations to be able to help the OSYs.

The sincere provision of HED and USAID to both UH and SCC through the project was essential in bringing in stakeholders who engaged and have contributed support in various forms.

- ***Relevance of program***

Youth unemployment in Central Mindanao is caused by lack of experience needed by employers among youth, peace and order situation in the region, and the lack of economic activities to engage in. Unemployment has consequences for the development of the area. This UPLOAD JOBS for Mindanao as a project cannot afford to underutilize the asset that young people represent. Thus, the project found it necessary to implement a strategy on entrepreneurship targeting to capacitate both SCC and the youth.

There are good number of young people who would like to set up their own projects for various reasons like to have source of income to support interest to finish a degree and get employed in an institution, to have stable source of income to support family needs, to evade involvement from joining warring forces, and/or to create economic activities that involves family and the community. However, young people lack the skills and experience, as well as funding opportunities. Consequently, they need special measures from all stakeholders to address the specific barriers they are facing, in a holistic approach.

The project has provided institutional development to SCC through the faculty coming from CBA-HRM and COA, extension and research program, and currently aiding CAFE to become a center to sustain what had been started. CAFE in SCC will remain to be the hub where people learn and learn to earn, specifically the OSYs. It can play an important role in assisting the youth and other learners to become partner workforce and/or partner in propelling economic activities in the area. The project is very relevant in the context of Central Mindanao.

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## **Appendix**

Appendix A. Custom indicator data tables

Appendix B. Project newsletters and updates

Appendix C. Success stories

Appendix D. Project photographs

Appendix E. Reports and evaluations

Appendix F. Products of joint research projects

Appendix G. Survey tools

## **Appendix A. Custom Indicator Data Tables**

Appendix A. Summary tables of performance data

A-1. Performance data using Version 1 of custom indicators for FY2013

		FY 2013 Annual Report (October 1, 2012 - September 30, 2013)			
Custom Indicator V1 (FY2013)		FY2013 Target	Q1+Q2 (Oct. 1, 2012 to Mar. 31, 2013)	Q3+Q4 (Apr. 1 to Sept. 30, 2013)	Progress to FY2013 Target
1	Number of out-of-school youth (OSY) participating in the Center for Agricultural and Farmland Entrepreneurship's (CAFÉ) OSY Entrepreneurs initiative	1	1	0	100%
2	Number of memorandum of understanding (MoU) established between the UPLOAD JOBS for Mindanao partnership and a (1) government agency, (2) non- governmental organizations (NGOs), or (3) local business.	7	7	0	100%
3	Number of strategic frameworks developed for CAFE (e.g., vision-mission statement, strategic plans, policies and procedures, etc.)	1	0	1	100%
4	# of database of organizations and individuals created	5	0	5	100%
5	# of workshops taught by former participants	2	2	0	100%
6	number of research abstracts/ posters presented in an international conference	0	0	1	100%
7	# of agricultural entrepreneurship short-term courses, modules and workshops developed with innovative pedagogical approaches	1	0	2	200%
8	Number of annual partnership and engagement colloquium/ meeting conducted	0	0	0	N/A
9	Percent of satisfaction among stakeholders (e.g. faculty, OSY, community members, university leaders, etc.) with improved educational offerings	75	90.8	85	234%
10	% of individuals who report an increase in skills in the areas of entrepreneurship and farmland management	5	8	0	160%
11	Number of innovative business models submitted	5	4	2	120%
12	Number of extension/ outreach modules developed	3	3	2	167%
13	Percent of short-term courses using innovative pedagogical approaches	100	100	100	200%
14	Percent of individuals who report an increase in skills in the areas of entrepreneurship and farmland management	75	91.2	100	255%
15	Number of OSY and Non-OSY community members trained in entrepreneurship and farm management	90	68	100	187%
16	Number of workshops taught by alumni	0	0	2	200%
17	Number of alumni attending the annual trainers and trainee colloquium/meeting	0	0	0	N/A

## A-2. Performance data using Version 2 of custom indicators for FY2014

Custom Indicator V2 (FY2014)	FY 2014 Annual Report (October 1, 2013 - September 30, 2014)				FY2015 Target
	FY2014 Target	Q1+Q2 (Oct. 1, 2013 to Mar. 31, 2014)	Q3+Q4 (Apr. 1 to Sept. 30, 2014)	Progress to FY2014 Target	
1 Number of Centers of Excellence (Center for Agriculture and Farmland Entrepreneurship) established	0	0	0	N/A	0
2 Number of Advisory Council members onboard	0	0	0	N/A	0
3 Number of strategic frameworks developed for CAFE (e.g., vision-mission statement, strategic plans, policies and procedures, etc.)	0	0	0	N/A	0
4 Number of new innovative business models from community members who participated in CAFE initiatives	5	6	7	260%	5
5 Number of memorandum of understanding (MoU) established between the UPLOAD JOBS partnership and stakeholders	4	0	4	100%	6
6 Number of database of organizations and individuals created	0	0	0	N/A	0
7 Number of promotional newsletters released	2	1	2	150%	1
8 Number of annual partnership and engagement colloquium/ meeting conducted	1	1	0	100%	1
9 Percent of satisfaction among stakeholders (e.g. faculty, OSY, community members, university leaders, etc.) with improved educational offerings	80	97	98	244%	75
10 Number of programs, short-term courses, and modules reviewed	3	4	6	333%	2
11 Number of agricultural entrepreneurship short-term courses instituted	3	2	1	100%	2
12 Number of extension/ outreach modules developed	5	3	1	80%	7
13 Percent of short-term courses using innovative pedagogical approaches	100	100	100	200%	100
14 Percent of individuals who report an increase in skills in the areas of entrepreneurship and farmland management	85	99	97	231%	75
15 Number of OSY and Non-OSY community members trained in entrepreneurship and farm management	50	83	59	284%	90
16 Number of workshops taught by alumni	6	3	6	150%	10
17 Number of alumni attending the annual trainers and trainee colloquium/meeting	0	0	0	N/A	50

A-3. Cumulative custom indicators using FY2015 indicators

	FY 2013 Annual Report (October 1, 2012 - September 30, 2013)				FY 2014 Annual Report (October 1, 2013 - September 30, 2014)				FY 2015 Annual Report (October 1, 2014 - June 30, 2015)				Cumulative (FY13, 14, 15)	
	FY2013 Target	Q1+Q2 (Oct. 1, 2012 to Mar. 31, 2013)	Q3+Q4 (Apr. 1 to Sept. 30, 2013)	Progress to FY2013 Target	FY2014 Target	Q1+Q2 (Oct. 1, 2013 to Mar. 31, 2014)	Q3+Q4 (Apr. 1 to Sept. 30, 2014)	Progress to FY2014 Target	FY2015 Target	Q1+Q2 (Oct. 1, 2014 to Mar. 31, 2015)	Q3 (Apr. 1 to June 30, 2015)	Progress to FY2015 Target	Baseline	Cumulative Total (2012-2015)
<b>Custom Indicator V2 (Revised June 2014)</b>														
<b>1</b> Number of Centers of Excellence (Center for Agriculture and Farmland Entrepreneurship) established	1	1	0		0	0	0		0	0	0		1	1
<b>2</b> Number of Advisory Council members onboard	7	7	0		0	0	0		0	0	0		7	7
<b>3</b> Number of strategic frameworks developed for CAFE (e.g., vision-mission statement, strategic plans, policies and procedures, etc.)	1	1	0		0	0	0		0	0	0		1	1
<b>4</b> # of database of organizations and individuals created;	1	0	1		0	0	0		0	0	2		1	3
<b>5</b> Number of workshops taught by alumni	0	0	2		6	3	6		10	6	0		16	17
<b>6</b> Number of research abstracts/ posters presented in an international conference										5	4			9
<b>7</b> Number of entrepreneurship short-term courses, modules and workshops with innovative pedagogical approaches	100%	100%	100%		100%	100%	100%		100%	6	1			18
<b>8</b> Increased number of professional collaborations between CAFE and Community Stakeholders (including MoUs)	2	2	0		4	0	4		6	1	6		12	13
<b>9</b> Number of annual partnership and engagement colloquium/ meetings conducted	0	0	0		1	1	0		1	0	1		2	2
<b>10</b> % of individuals who report an increase in skills in the areas of entrepreneurship and farmland management	75%	90.8	85		80%	99	97		90%	92.4	100		75,80,90	93.87%

## **Appendix B. Project newsletters and updates**

## UPCOMING ACTIVITIES

- January and February 2013, OSY business site inspections and consultations with experts for the ten OSY business teams
- February 2013, Grand Opening of CAFE
- USAID-Manila to attend the Opening of CAFE and visit the UPLOAD JOBS project site

More information regarding the project, activities, upcoming events, and details regarding this Newsletter may be found on the UPLOAD JOBS official website: <http://manoa.hawaii.edu/ctahr/uploadjobs/>

### UPLOAD JOBS for Mindanao Project

University of Hawaii at Manoa (NREM-CTAHR) & Southern Christian College

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*"This partnership is funded by United States Agency of International Development through Higher Education for Development. The contents of this website are the sole responsibility of (name of organization) and do not necessarily reflect the views of Higher Education for Development, USAID or the United States Government.*



## UPLOAD-JOBS for MINDANAO

*University Partnership Linking  
OSY  
(Out-of-School Youth) to  
Agri-Entrepreneurship and  
Development to promote Job  
Opportunities and Business Scale-  
up for Mindanao (UPLOAD JOBS  
for Mindanao)*



**Partnership Newsletter  
December 2012**

## PROJECT GOALS

UP-LOAD JOBS for Mindanao is a partnership between the University of Hawaii at Manoa College of Tropical Agriculture and Human Resources and Southern Christian College (SCC) to enhance the livelihoods of out-of-school youth (OSY) and the larger farming community in Central Mindanao through training and capacity building of educators and participants in the agricultural entrepreneurship program at SCC.

### Our Goals

1. Sustainably increase the institutional and human capacity of Southern Christian College (SCC) in rural workforce development
2. Sustainably improve the livelihood and increase incomes of community out-of-school youth (OSY)

## VISTING PROFESSORS

The UPLOAD JOBS for Mindanao project has invited three professors from the United States to train the OSY and additionally Coach the SCC faculty/ staff:



- **Dr. Kheng Cheah**, Associate Professor, University of Hawaii at Manoa



- **Dr. Theodore Radovich**, Associate Professor, University of Hawaii at Manoa



- **Dr. Grace Matiru**, Faculty Associate, University of Vermont

## AGRI-ENTREPRENEURSHIP TRAINING:

January 2013

In January 2013, the project will initiate its first Agri-Entrepreneurship training for OSY from Barangays Aroman, Dungguan, Malapang, Nabawalag, Nes, Pacao and Rangaban. The training will include the following activities to inform and engage participants:

### SHORT-TERM COURSES:

- *Introduction to Entrepreneurship*
- *Introduction to Marketing*
- *Financial Planning*
- *Crop Management*

**OSY FIELD TRIPS:** Field trips were organized to introduce OSY to community agri-entrepreneurs

- *Mercy's Garden*
- *Saljay's Dragon Fruit Farm*

**BUSINESS PLAN COMPETITION:** OSY will be encouraged to develop business plans by the end of the training and showcase them to a panel of judges as they compete for five monetary awards to support their business plans.



## IN THE COMMUNITY

Lunch seminars will be offered during the Agri-Entrepreneurship training week to extend an additional exchange of information and opportunity to engage the community and interested stakeholders in the UPLOAD JOBS for Mindanao Agri-Entrepreneurship activities.

- Introduction to the University of Hawaii's student farm: Sustainable and Organic Farm Training (SOFT), Dr. Theodore Radovich
- Where are you in the business transition cycle? Learn 5 skills for business transition management, Dr. Kheng Cheah
- Women Entrepreneurs: Using Technology to Overcome Challenges, Dr. Grace Matiru

## CENTER FOR AGRICULTURAL AND FARMLAND ENTREPRENEURSHIP (CAFE)

### Important Updates and Progress

- The CAFE Board of Advisors (BOA) had their first official meeting where Chairman, Prof. Rey Danilo Lacson and Vice Chairman, Mr. Gregorio Saljay II, were elected;
- New CAFE Director, Rogelio Teves, was introduced; and
- The CAFE building structure is under construction, with support from the Farmer Information and Technology Services (FITS) Center, with an estimated Grand Opening for March of 2013

### UPCOMING ACTIVITIES

- *September Agri-Entrepreneurship Training*, Cohort 2 of OSY, facilitated by SCC faculty/staff at SCC on the following topics:
  - Introduction to Entrepreneurship, SCC Faculty Facilitator: Sydney Sevilla
  - Entrepreneurial Finance, SCC Faculty Facilitator: Michelle Ortez
- *October Agri-Entrepreneurship Training*, Cohort 1 and 2 of OSY, facilitated by SCC faculty/ staff at SCC on the following topics:
  - Entrepreneurial Marketing, SCC Faculty Facilitator: Lusille Mission and Robert Cambel, Jr.
  - Business Plans: Lusille Mission and Robert Cambel, Jr.
  - New Ventures, CAFE Director: Jose Policarpio, Jr.
- November 2013, CAFE Board of Advisors Meeting
- Continuous support of OSY business teams from Cohort 1 and Cohort 2

More information regarding the project, activities, upcoming events, and details regarding this Newsletter may be found on the **UPLOAD JOBS** official website: <http://manoa.hawaii.edu/ctahr/uploadjobs/>

### UPLOAD JOBS for Mindanao Project

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# UPLOAD-JOBS for MINDANAO

*University Partnership Linking  
OSY  
(Out-of-School Youth) to  
Agri-Entrepreneurship and  
Development to promote Job  
Opportunities and Business Scale-  
up for Mindanao (UPLOAD JOBS  
for Mindanao)*



**Partnership Newsletter  
July 2013**

## PROJECT

UPLOAD JOBS for Mindanao is a partnership between the University of Hawaii at Manoa College of Tropical Agriculture and Human Resources and Southern Christian College (SCC) to enhance the livelihoods of out-of-school youth (OSY) and the larger farming community in Central Mindanao through training and capacity building of educators and participants in the agricultural entrepreneurship program at SCC.

## OSY BUSINESS TEAMS

As an outcome of the January 2013 Business Plan Competition, ten business teams were initiated and five were awarded monetary support from the project to help kick-off their business plans:

- Heavenly Banana Chips, Pacao (1<sup>st</sup> Prize)
- Wonder Mushroom, Rangaban (2<sup>nd</sup> Prize)
- Tinagtag King, Nabawalag (3<sup>rd</sup> Prize)
- Bounty Coco Sugar, Amaron (4<sup>th</sup> Prize)
- Coco Delight, Pacao (5<sup>th</sup> Prize)

These business teams will continue to receive support through the project and more importantly, CAFE



## AGRI-ENTREPRENEURSHIP TRAINING:

July 2013

In July 2013, the project hosted an Agri-Entrepreneurship in Cagayan de Oro (Philtown Hotel) that focused on enhancing SCC faculty/ staff capacity as they proceed to be the trainers for the upcoming Agri-Entrepreneurship trainings at SCC and in the surrounding communities.

### SHORT-TERM COURSES:

- *Business Plans*, Dr. Kheng Cheah
- *New Ventures*, Dr. Kheng Cheah
- *Market Study: Market Surveys, Grant Writing, Conjoint Joice Software*, Dr. Catherine Chan-Halbrendt and Mary Pleasant

A *FIELD TRIP* was organized by the UPLOAD JOBS team and Dr. Agustin Mercado, Jr., (Manager and Researcher of World Agroforestry Center), to the ICRAF-Claveria MOSCAT experimental research station.

A *MINI-GRANT PROPOSAL AND MARKET STUDY COMPETITION* was held for all SCC faculty/ staff who attended the Agri-Entrepreneurship training. Participants were eligible to win up to a total of \$3,000 USD towards supporting their market study proposal. Winners include:

- “Break through the Market! Native Coffee Prince”, Michelle Ragocos-Ortez, College of Business and Accountancy
- “Pure Virgin Coconut Oil Company”, Angelita Juranés Barrato, Pure VCO Company Coordinator
- “The Bounty Coco Sugar: Good for the health” Monette Flauta, College of Business and Accountancy
- “Peanut Joy”, Lusille C. Mission, College of Business and Accountancy

## UPLOAD JOBS in the UNITED STATES

In June 2013, three SCC-UPLOAD JOBS staff including Project Director, Dr. Elma M. Neyra and one SCC faculty traveled to Honolulu, Hawaii, to meet with the UH-UPLOAD JOBS team.

During this trip, the UH-SCC UPLOAD JOBS team attended the International Food and Agribusiness Management Association World Symposium in Atlanta, Georgia, where the UPLOAD JOBS team attended various symposiums, seminars, and presentations, including two of their own:

- *A Step-by-step Framework for Enhancing Agri-Entrepreneurial Skills of Rural Youth: The Case of Central Mindanao*. Mary Pleasant UH- Project Coordinator
- *Identifying Potential for Successful Entrepreneurs. An Adaptive Strategic Framework Approach for Assisting Entrepreneurial Programs in Enhancing Success*

<https://www.ifama.org/>

## CENTER FOR AGRICULTURAL AND FARMLAND ENTREPRENEURSHIP (CAFE)

### Important Updates and Progress:

- *Mr. Josel Cambel Policarpio, Jr. was selected as the new CAFE Director*
- *CAFE participation in the Market-Market sa Kapitolyo (MMK) became a venue in developing networks to support the OSY*
- *CAFE recently submitted 10 project proposals to AGRI Partylist to support the 10 OSY business teams of Cohort 1*

## University Partnership Linking OSY (Out-of-School Youth) to Agri-Entrepreneurship and Development to Promote Job Opportunities and Business Scale-Up (UPLOAD JOBS) for Mindanao Newsletter

Happy Holidays from the UPLOAD JOBS Project! Below you'll find highlights of project updates and announcements for upcoming activities and events as we enter the New Year!

### The UPLOAD JOBS Welcomes:



Ms. Tina Lee,  
University of  
Hawaii at Manoa  
Project Coordinator

### Project Goals!

1. Sustainably increase the institutional human capacity of Southern Christian College (SCC) in rural workforce development.
2. Sustainably improve the livelihood and increase incomes of community out-of-school youth (OSY)

### The New Year: Upcoming Events!

January 7 – 11, 2014:  
*University of the Philippines  
Los Banos*

- Agri-entrepreneurship Courses for NGOs and Communities
- OSY Business Consultations
- Lunch Seminars with visiting Professors

February 21, 2014:  
*Southern Christian College*

- Annual Colloquium and Network Exchange Event: Showcase of OSY Businesses

*This newsletter is made possible by the generous support of the American people through the United States Agency for International Development (USAID). The contents are the responsibility of the University of Hawaii and Southern Christian College and do not necessarily reflect the views of USAID, the United States Government, or Higher Education for Development (HED)*



The project is proud to support the development of new business plans and active businesses this year from OSY in Mindanao!

Alongside the Center for Agricultural and Farmland Entrepreneurship (CAFE), the project has been actively engaging in supporting these businesses through expert consultations, training courses and engaging field trips empowering the youth with entrepreneurial knowledge!

Aloha Delights Express, established in November 2013, with support from Southern Christian College has been designated as the official entity for OSY product sales! In addition, an opportunity for OSY job creation and expansion of their business markets!

### OSY Young Entrepreneur Featured Business:



**Mabuhay Coco Shell Craft** is a small independent business founded in Aleosan owned by Roy Candidier, Emmard Cantomayor and James Guiaplos. Creative and sustainable, Coco Shell Craft uses unwanted and disposed coconut shells to make beautiful handcrafted jewelry and accessories. These handcrafted products are great as small gifts, personal accessorizing and for distribution as local souvenirs.

Project Impacts to Date	
Agri-Entrepreneurship Trainings	6
Geographical Reach (Mindanao)	7 Barangays 3 Municipalities
Number of OSY Participated Female	280 36%
First time exposure to NGO/ Govt Program	61%
Number of Business Plans Developed	21



University Partnership Linking OSY (Out-of-School Youth) to Agri-Entrepreneurship and Development to Promote Job Opportunities and Business Scale-Up for Mindanao



UPLOAD JOBS for Mindanao, Project Newsletter June 2014

**The UPLOAD JOBS team Welcomes:**



**Ms. Jovelyn L. Bantilan**  
CAFE In-Charge,  
Southern Christian College

**First Annual Colloquium and Tradeshow**

The colloquium was a visual testament of the project’s progress. 16 small agribusinesses of participating youth shared and sold their locally made products, from coconut oil to peanut butter, to over 380 colloquium attendees from the local and regional community. Find out more about the event on our project site!



**Colloquium Contest Winners!**

**Best food product:**

Peanut Joy Peanut Butter from Dungguan, Aleosan

**Best non-food product:**

Virgin Coconut Oil from Dungguan, Aleosan

**Best OSY booth:**

Suka Sa Lubi from Nabalawag, Midsayap

**Upcoming Events!**

- Agri-Entrepreneurship “A La Carte” Training: Open to any participating UPLOAD JOBS OSY who has not yet completed their Certification!
- First Global Agribusiness Management and Entrepreneurship Conference, October 2014 (Manila, Philippines)
- Cohort 4 Training – October 2014

**Project Impacts to Date**

Agri-Entrepreneurship Trainings since 2012	8
Number of Graduated Agri-Entrepreneurship OSY	47
No. of Active Entrepreneurs	11
Females	
No. of UPLOAD JOBS OJTs (On-job Training)	5



Learn and find out more about our project: <http://manoa.hawaii.edu/ctahr/uploadjobs/>

FUNDING: The project is funded by the United States Agency for International Development (USAID) through the Higher Education for Development program. This document is made possible by the generous support of the American people through the United States Agency for International Development (USAID). The contents are the responsibility of the University of Hawaii and Southern Christian College and do not necessarily reflect the views of USAID, the United States Government, or Higher Education for Development (HED).



## UPLOAD JOBS for Mindanao, Project Newsletter June 2014

### Welcome Cohort 3 Young Entrepreneurs of Esperanza!

52 out-of-school youth from the province of Sultan Kudarat attended the five module Agri-Entrepreneurship training at the Mountain-Lake Eco Resort in Lake Sebu, South Cotabato, Mindanao. During this training, 12 business plans were developed and four teams awarded the sum of \$1,000 USD!



### Cohort 3 Businesses Plan Competition Winners

<b>FIRST</b>	<b>E-Soap</b> New Panay, Esperanza, Sultan Kudarat
<b>SECOND</b>	<b>Kecer Balut</b> Saliao, Esperanza, Sultan Kudarat
<b>THIRD</b>	<b>Sweet Delicious Polvoron</b> Paitan and Guiamalia, Sultan Kudarat
<b>FOURTH</b>	<b>Esperanza's Best Tocino</b> Salabaca, Esperanza, Sultan Kudarat

### The UPLOAD JOBS team goes International!

The project is proud to support their teams' various market study posters and presentations at the following International Conferences:



NVA-NERCRD What Works Conference,  
May 2014  
Baltimore, Maryland, USA



International Food and Agribusiness  
Management Association,  
June 2014  
Capetown, South Africa



**Special Mahalo and XX to the University of the Philippines Los Banos for hosting the January 2014 Agri-Entrepreneurship Training and all of our supporting staff and U.S. visiting Professors**

FUNDING: The project is funded by the United States Agency for International Development (USAID) through the Higher Education for Development program. This document is made possible by the generous support of the American people through the United States Agency for International Development (USAID). The contents are the responsibility of the University of Hawaii and Southern Christian College and do not necessarily reflect the views of USAID, the United States Government, or Higher Education for Development (HED).



# Center for Agricultural and Farmland Entrepreneurship (CAFE) Newsletter, June 2014

*Our vision for rural Mindanao is one of vibrant rural communities and regions that embrace entrepreneurship, find new sources of competitive advantage in their inherent assets, and invest in a new more sustainable future for both present and future generations. It is a vision of hope and possibility; it is a vision that values connections between rural places and bridges between the urban and the countryside.*



## CAFE Welcomes:



**Ms. Jovelyn Bantilan,**  
CAFE In-Charge, Southern  
Christian College

## Congratulations to the new OJTs!

Five (5) Out of School Youth (OSY) from the municipality of Pigcawayan successfully finished their on- the- job training in two commercial establishments in Midsayap North Cotabato last June 10- 17, 2014. The Cohort 2 OSY’ s who rendered 40 hours duty were John Paul Cabangal, Geo Gannee Sibya, Edward Ortega, Felgin Tomarong, and Jeffrey Valdez. The purpose of the said activity is for them to gain insights on how to manage their businesses effectively with the help of well- established entrepreneurs.

During their training, they were assigned at De Rose of Manila’ s grocery store where they were taught how to arrange products according to their uses and most importantly, how to deal with customers. Warehousing techniques such as “first in first out” principles, transacting with merchandisers, and the proper ways of repacking goods were also part of the lessons learned.

Another business establishment where the OSY spent their OJT was at Manna’ s Alternatives. Mrs. Luz Neri, the store owner imparted her knowledge to the OJT’ s on how to make burger with organic patties out of herbs, as well as making organic juices. She also gave tips to the young entrepreneurs on how to improve their products and offer a space for the OSY’ s to display their products.

## Upcoming Events!

- CAFÉ to join the *Kalivungan* Festival- a celebration of North Cotabato Province 100 years of existence.

## Current Services:

- Training on entrepreneurship, business, and agricultural management skills;
- One-to-one consulting on business plans, marketing, finance and production techniques;
- Advising on strategic planning and business communication
- Privileges to UPLOAD JOBS for Mindanao entrepreneurial resources, networks and information

## Interested in utilizing CAFE Services? Contact Us!

CAFE In-Charge (Interim): Dr. Elma M. Neyra  
Location: College Hill Farm, Midsayap, Cotabato  
Hours of Operation: Monday – Friday, 8am – 5pm Except on holidays/  
Southern Christian College is closed.  
Contact Email (interim): [upload-jobs@ctahr.hawaii.edu](mailto:upload-jobs@ctahr.hawaii.edu)

**Center for Agricultural and Farmland Entrepreneurship (CAFE)**  
 Newsletter, June 2014

<b>Cohort 3 New Businesses Supported by CAFE</b>	
<b>ESPERANZA'S BEST KAWAYAN ART CRAFT</b> Salabaca, Esperanza, Sultan Kudarat	<b>JAJA'S FRUIT STAND</b> Purok, Katipunan, Esperanza, Sultan Kudarat
<b>E-SOAP</b> New Panay, Esperanza, Sultan Kudarat	<b>SWEET DELICIOUS POLVORON</b> Paitan and Guimalia, Sultan Kudarat
<b>BUNNY CARROT CAKE</b> Dukay, Esperanza, Sultan Kudarat	<b>ESPERANZA'S BEST TOCINO</b> Salabaca, Esperanza, Sultan Kudarat
<b>SALTED EGGS</b> Salabaca, Esperanza, Sultan Kudarat	<b>KECER BALOT</b> Saliao, Esperanza, Sultan Kudarat
<b>DELICIOUS AND NATURAL RICE COFFEE</b> Salabaca, Esperanza, Sultan Kudarat	<b>MONA'S NATURAL TURMERIC</b> Ilian, Esperanza, Sultan Kudarat
<b>YUMMY ICE BUKO</b> Saliao, Guimalia and Numo, Esperanza, Sultan Kudarat	<b>SAMAP'S SUPER NATIVE CHICKEN</b> Ilian, Esperanza, Sultan Kudarat



Members of the E-SOAP OSY business group during an interview with local business owner.



Mona's Natural Turmeric business group on their presentation during business plan competition.



Cohort 3 OSY's Business Plan competition winners with UPLOAD JOBS Teachers, Staff, and Cohort 2 OSY facilitators.

**CAFE In-charge attended the first mSME Conference**

Jovelyn L. Bantilan, the new CAFÉ In-charge attended the two-day micro, small and medium enterprises (mSME) conference held at NCC mall convention center in General Santos City last June 20-21, 2014. The said event was organized by General Santos City Chamber of Commerce in partnership with Southmin Fairtrade Network Inc., an association of entrepreneurs advocating organic/natural farming. Southmin Fairtrade store manager, Ma. Nova Masoco invited Jovelyn Bantilan to present the OSY products to its board of directors for display approval since CAFÉ is looking for another market opportunity.

The activity dubbed as first "Yaman Gensan" gives opportunity for CAFÉ to strengthen its linkages with Southmin Fairtrade Network as well as other businessmen and NGO's to further their business endeavor.



**University Partnership Linking OSY (Out-of-School Youth) to Agri-Entrepreneurship and Development to Promote Job Opportunities and Business Scale-Up for Mindanao**



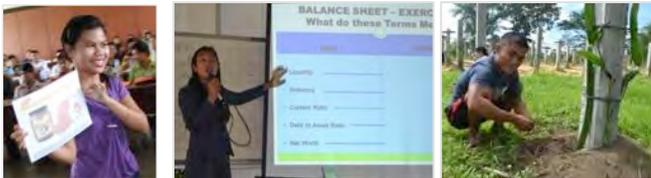
**UPLOAD JOBS for Mindanao, Project Update 2013 - 2014**

**Project Goals:**

- Sustainably increase the institutional human capacity of Southern Christian College (SCC) in rural workforce development.
- Sustainably improve the livelihood and increase incomes of community out-of-school youth (OSY)

**Project Objectives:**

- Establish Center for Agricultural and Farmland Entrepreneurship (CAFE)
- Establish extensive network and partnerships with SCC through CAFÉ
- Enhance and develop a state-of-art Extension Program, Curricular, and training materials
- Enhance capacity in training and workshop delivery of SCC faculty and extension staff for OSY



**The UPLOAD JOBS team goes International!**

The project is proud to support their teams' various market study posters and presentations at the following International Conferences:



NVA-NERCRD What Works Conference,  
May 2014  
Baltimore, Maryland, USA  
*Two presentations, Five Posters*



International Food and Agribusiness  
Management Association,  
June 2014  
Capetown, South Africa  
*Two presentations, Five Posters*



1<sup>st</sup> Global Agribusiness management &  
Entrepreneurship Conference,  
October 2014  
Manila, Philippines  
*Five presentations*

AGRI-ENTREPRENEURSHIP CERTIFICATE COURSES	
Introduction to Entrepreneurship	Provide an overview of the component elements such as the generation of a business idea, quick feasibility test and a general guidance for writing.
Entrepreneurial Marketing	Introduction to the practical concepts, practices, and significance of marketing.
Finance	Financial planning with a focus on how the business generates and spends income and overall viability. Participants learned how to prepare balance sheet, income statement, and cash flow statements for a model small business.
Business Plan and Development	Introduced practical concepts and methods for business development with a particular focus on the development of a five-step business plan.
New Ventures	Practical concepts and methods on business profitability, forward planning, new ventures and management.
<i>NEW, 2014: Production Plans</i>	Practical concepts and methods on developing and implementing a production plan accounting for sources of raw materials, costs of raw material and production, location of production and storage, and machinery/ capital investment required.

**Agri-Entrepreneurship Certificate:** The Agri-Entrepreneurship Certificate (completion of all five courses) has been formally institutionalized by SCC. There are ongoing plans with the Technical Education and Skills Development Authority (TESDA) to help further recognize this certificate in the community.

FUNDING: The project is funded by the United States Agency for International Development (USAID) through the Higher Education for Development program. This document is made possible by the generous support of the American people through the United States Agency for International Development (USAID). The contents are the responsibility of the University of Hawaii and Southern Christian College and do not necessarily reflect the views of USAID, the United States Government, or Higher Education for Development (HED).

**University Partnership Linking OSY (Out-of-School Youth) to Agri-Entrepreneurship and Development to Promote Job Opportunities and Business Scale-Up for Mindanao**

**Major Activities, 2014**

<b>Jan. 2014</b>	<ul style="list-style-type: none"> <li>January: Agri-Entrepreneurship Refresher and New Agri-Business Courses (<i>University of the Philippines Los Banos</i>)</li> </ul>
<b>Feb.</b>	<ul style="list-style-type: none"> <li>February: UPLOAD JOBS First Annual Colloquium (<i>Southern Christian College</i>)</li> </ul>
<b>Mar.</b>	
<b>Apr.</b>	<ul style="list-style-type: none"> <li>April: Agri-Entrepreneurship Training Part 1, Cohort 3 (<i>Mountain-Lake Eco Resort in Lake Sebu, Mindanao</i>)</li> </ul>
<b>May</b>	<ul style="list-style-type: none"> <li>May: Agri-Entrepreneurship Training Part 2, Cohort 3 (<i>Mountain-Lake Eco Resort in Lake Sebu, Mindanao</i>)</li> </ul>
<b>June</b>	<ul style="list-style-type: none"> <li>NVA-NERCRD What Works Conference, Two presentations and Five posters by UH and SCC (<i>Baltimore, Maryland</i>)</li> <li>June: International Food and Agribusiness Management Association, Science and Research Symposium (<i>Capetown, South Africa</i>)</li> </ul>
<b>July</b>	<ul style="list-style-type: none"> <li>July: Production Shelf Life Training (<i>Southern Christian College</i>)</li> </ul>
<b>Aug</b>	
<b>Sept.</b>	
<b>Oct.</b>	<ul style="list-style-type: none"> <li>October: Cohort 4 Pre-Screening</li> <li>Agri-Entrepreneurship Training Cohort 4 Part 1 (<i>Southern Christian College</i>)</li> </ul>

Project-Wide Impacts:	
SCC faculty trained as trainers	17
Total OSY involvement:	374
Total Attended Training:	175
First time exposure to NGO/Govt program:	67 (57%)
OSY achieved Agri-Entrepreneurship Certificate	87 (50%)
Geographical Reach within North Cotabato, Central Mindanao	Cohorts 1 - 3 41 Barangays
OSY in an active business to date % Female	50 active entrepreneurs (35%) 17%

**Business Plan Competition:** The project has hosted three business plan competitions at SCC where OSY business plans have been presented and evaluated by OSY and a panel of judges, respectively, in order to win business start-up seed money!

	COHORT 1	COHORT 2	Cohort 3
1.	Heavenly Banana Chips (Barangay Pacao)	Yummy Squash Jam, (Pigcawayan)	E-Soap (New Panay, Esperanza, Sultan Kudarat)
2.	Wonder Mushrooms (Barangay Rangaban)	Pastillas a la Magnolia (Pigcawayan)	Kecer Balut (Saliao, Esperanza, Sultan Kudarat)
3.	Tinagtag King (Barangay Nabawalag)	Fers Gabilicious Chips (Pigcawayan)	Sweet Delicious Polvoron (Paitan and Guiamalia, Sultan Kudarat)
4.	Bounty Coco Sugar (Barangay Amaron)	Mabuhay Coco Shell Craft (Aleosan)	Esperanza's Best Tocino (Sablaca, Esperanza, Sultan Kudarat)
5.	Coco Delight (Barangay Pacao)	Delisal Nut (Aleosan)	

**Select Business Team Marketing Flyers from Cohort 2**



Contact Us: [upload-jobs@ctahr.hawaii.edu](mailto:upload-jobs@ctahr.hawaii.edu)

For more Details and Information, Visit our Website: [manoa.hawaii.edu/ctahr/uploadjobs](http://manoa.hawaii.edu/ctahr/uploadjobs)

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**Subject:** CTAHR Notes March 10 2015  
**Date:** March 10, 2015 at 8:41 PM  
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# CTAHRnotes

E-bulletin from the College of Tropical Agriculture and Human Resources



Issue 204 | March 10, 2015 | [Archive](#)

## News & Events

### AG BIOTECH AT HOME AND IN THE CLASSROOM

What does the scientific evidence say about the risks and benefits of agricultural biotechnology? How can you use current controversies as teachable moments in your classroom? Answer these questions and more by taking AG403 Agricultural Biotechnology, co-taught by Susan Miyasaka (TPSS) during the 1st summer session (May 26 to June 19) at the UH Hilo campus. This hybrid course is partly asynchronous (you will need a computer, headset microphone, and fast internet connection) for the first 3 weeks, and partly face-to-face for the final week in Hilo (June 15-19). Teachers from off-island or from West Hawai'i may apply for a travel stipend that includes air fare and shared rental car or mileage where applicable, as well as lodging, meals, and incidentals. There are a limited number of travel grants available. Request application forms from Susan at [miyasaka@hawaii.edu](mailto:miyasaka@hawaii.edu).



### SNAIL ALERT

NREM's 'Imi 'Ike Seminar Series will continue on Wednesday, March 11, at 3:30 p.m. in Sherman 103. Melissa Price (NREM) will give a presentation entitled "Some Like It Hot: Conservation of Hawaiian Tree Snails in a Warmer, Drier World." Melissa explains that the endemic Hawaiian tree snail is endangered and getting more so—they're not among those who like it hot. She and her team analyzed the DNA of some of these rare snails to determine how resilient they are likely to be to changing climactic conditions and to determine if anything can be done to help save them. Please arrive early for what should be a fascinating, if disturbing, presentation; it will begin promptly at 3:30 p.m. Food and drinks will be provided. The more attendees the better!



### BLOOD AND SUGAR

Feel like you've just got too much blood in your



### INVASIVE SPECIES WEEK ANT-ICS

Associate Dean Ken Grace and HDOA's Scott Enright represented the Hawaii Invasive Species Council in receiving the Proclamation of Hawaii Invasive Species Awareness Week (HISAW) from Governor Ige on Monday. Ken is pictured at the ceremony proudly wearing his CTAHR aloha shirt and confronting a (not so) Little Fire Ant, one of the more damaging invasive species the state has had to deal with recently. This



was the 3rd annual **Hawaii Invasive Species Awareness Week**, organized in coordination with the U.S. National Invasive Species Awareness Week (NISAW) and regional Pacific Invasive Species Awareness efforts. HISAW seeks to promote information sharing and public engagement with what the Hawai'i State Legislature has declared "the single greatest threat to Hawai'i's economy and natural environment and to the health and lifestyle of Hawai'i's people."

### UPLOADING OPPORTUNITY

The UPLOAD JOBS for Mindanao, Philippines project, for which Catherine Chan (NREM) is co-P.I. and CTAHR is one of the partners, recently hosted an international workshop on "Enabling Agri-Entrepreneurship and Innovations in Conflict and Transitional Regions" in Manila, Philippines. The workshop was spearheaded by speeches from Catherine Chan and Co-P.I. Dr. Elma M. Neyra and



included a video introduction from Dean Gallo, expressing CTAHR's commitment to international development and her support of the project's activities and the workshop's objectives. Workshop attendees included faculty, staff, and students from CTAHR, including Catherine Chan, Brent Sipes (PEPS), project coordinator Tina Lee, and NREM grad student Cynthia Lai, as well as speakers from other academic institutions, funding agencies such as USAID and the Peace Corps, and more than twenty representatives from Mindanao, including out-of-school youth (OSY) entrepreneurs. Experts living or working in the area gathered to discuss their findings on entrepreneurship in agricultural conflict regions and transitioning economies. In a stakeholder-driven session, they began to come up with effective policies and innovations to enable an entrepreneurial ecosystem that can nurture more successful entrepreneurs. Feedback and suggestions developed from this workshop may be applied by training program implementers to improve program design and effectiveness.

### LOOKING TO THE FUTURE

Some 45 students and 15 employers/agencies gathered in Gilmore Hall for the CTAHR Career Workshop. Organizations represented included Monsanto, Pioneer, Syngenta, Hawaii DLNR's Division of Forestry and Wildlife, US Fish and Wildlife Service, Kupu, USDA's Animal and Plant Health Inspection



## **Appendix C. Success stories**



## SUCCESS STORY

### Agribusiness Training Propels Out-of-School Youth into Entrepreneurship

U.S.-Philippines Higher Education Project Spurs Economic Growth in Mindanao

University of Hawai'i/Southern Christian College



Photo: Dawn Hope D. Sulit

The Heavenly Banana Chips team presented their products for a taste test to Mary Pleasant of the University of Hawai'i (c) and Southern Christian College project director Elma M. Neyra (far right).

*“The success exceeded beyond the expectations of the project and will set an example for future young entrepreneurs.”*

— Catherine Chan-Halbrendt,  
University of Hawai'i

Many out-of-school youth in Central Mindanao, Philippines, struggle to maintain successful livelihoods because they lack sufficient workforce skills. Although these young adults live in a resource-rich, agricultural environment, the absence of an education is an obstacle to economic growth in Mindanao, which has an underemployment rate of 25 percent. To facilitate sustainable change, a USAID project between the University of Hawai'i and Southern Christian College (SCC) in Mindanao is working to educate out-of-school youth ages 18-24 in the areas of entrepreneurship and agribusiness. The project uses innovative educational approaches that encourage real-world application.

When SCC representatives arrived in Edgar Milliones' neighborhood to announce the training, he responded. Before Milliones' exposure to the training, he was an out-of-school youth with a less than promising future. Now, the 20-year-old is the CEO of Heavenly Banana Chips, a small business that grew from a concept created with the assistance of the USAID project. Milliones participated in a unique nine-day training project and business plan competition at SCC that both inspired and educated him and his peers on how to start businesses. “I learned how to approach people,” said Milliones. He led his four-person Heavenly Banana Chips team to first place using the entrepreneurial skills gained from the training. “I will not be ashamed of selling our product to be able to advertise and to improve the quality of our banana chips so that someday it will not only be displayed in local market places but to malls or bigger malls or international places!” As the winning team, Heavenly Banana Chips received 80,000 PHP (nearly \$2,000 USD) to implement its business plan.

As Heavenly Banana Chips continues its impressive progress in production and sales, Milliones has proven to be a creative and business-minded leader. The business is constructing a production house and now offers flavored chips in sesame and honey and sells them at the local village markets. With a taste for more growth and training, Heavenly Banana Chips is exploring new flavor options and seeking more growth through education. Milliones also participated in the project's Market Study Mini-Grant Competition in July 2013 during an agri-entrepreneurship training in Cayagan De Oro.

“It has been a great pleasure to see the growth of Heavenly Banana Chips, the success exceeded beyond the expectations of the project and will set an example for future young entrepreneurs,” said Catherine Chan-Halbrendt, project director and coordinator of the market study.

To ensure that the motivation for agribusiness continues to thrive in Mindanao years after the trainings and competitions end, the project, which is managed by Higher Education for Development, is establishing the Center for Agricultural and Farmland Entrepreneurship at SCC. The resource hub will provide faculty, extension workers, and out-of-school youth with access to instruction materials, the Internet, and outreach teaching methodologies for years to come.

8-2013

## ***UPLOAD JOBS SUCCESS STORY***

### ***Four Female Out-of-School Youth of Mindanao lead in an Entrepreneurship Bootcamp in Manila***

Written by: Dawn H. Sulit, Southern Christian College-UPLOAD JOBS, Communications Co-Coordinator

Edited by: Cynthia Lai, University of Hawaii-UPLOAD JOBS, Communications Coordinator

UPLOAD JOBS for Mindanao, a joint project of University of Hawaii, USA and Southern Christian College, Philippines, is continuously determined in achieving its goals and objectives in helping the Out-of-School Youth in Central Mindanao improve their economic status. Three cohorts of trainees have already finished the Agri-Entrepreneurship Training conducted by the project. The training comprises five courses namely Introduction to Entrepreneurship, Entrepreneurial Marketing, Entrepreneurial Finance, Business Planning, and New Business Ventures. As the project constantly seeks opportunities to further enhance entrepreneurial and leadership skills of its graduates, four selected Out-of-School Youth (Jonalyn Hechanova, Moniza Gerasmia, Monawara Macapampang and Jodelyn Marquez) were sent to Cotabato City last July (2014) to participate in a three-day Entrepreneurship Boot Camp titled “NEGOSYoungTE”, held at the Alnor Hotel and Convention Center. The event was sponsored by the US Embassy and conducted by Alcantara Foundation, Inc.

These three OSY were former UPLOAD JOBS graduates of the Cohort 2 Agri-Entrepreneurship training in early 2014. Jonalyn is unemployed and resides in Pigcawayan, North Cotabato with her parents and siblings. Prior to this bootcamp training, Jodelyn occupied her day with household chores and taking care of her siblings. Moniza, Monawara and Jodelyn reside south of Pigcawayan in Esperanza, Sultan Kudarat. These three females live and work at home and are responsible for household tasks such as preparing meals and taking care of siblings, as well as the odd short-term irregular employment (i.e. Monawara who occasionally sells clothing apparel for direct selling companies in the Philippines for apparels, shoes and various household products). The four participants (Age 18 – 23) found the training intimidating at first given their Out-of-School Youth (OSY) status compared to their fellow colleagues who were selected student leaders taking up business courses from different Colleges and Universities in Central Mindanao. “We were the last to introduce ourselves so we knew that all of them are currently studying. Because of this, we felt out of place, but still I did my best to introduce myself as an out-of-school youth under UPLOADS project“, said Jonalyn.

Despite their fears and out-of-school status compared to their colleagues, the results of the training came as a pleasant surprise! Jonalyn and Moniza were chosen as group leaders for the training and excelled, being awarded as the *Top 10 Outstanding Youth of the Day* repeatedly across the training period. “It was surprising to hear every night that the two of us were on the top 10 list. It was either Moniza or me who consistently got the

top rank! They gave us food prizes so we had a lot of food to share with our co-participants during our night discussions about Business Plan”, Jonalyn happily recalled.

The highlight of the boot camp was writing a business plan. As part of the activity, the bootcamp participants were expected to present individually and in the event that two or more presented the same business idea, one had to defend his or her plan against the other. Their self-determination, hard work in writing their business plans and rehearsing for the final presentation paid off! Jonalyn received first and Moniza placed third for their business plans amongst the other eight (total 10). Jonalyn was honored to have received first place and stated that her unique marketing strategies like the ‘purple cow’ (strategy introduced in the UPLOAD JOBS trainings) helped make her plan stand out. Other student participants were excited about Jonalyn and Moniza’s wins saying that they were not expecting to learn new business terms from an out-of-school youth and were grateful for the opportunity to exchange ideas and learn from each other. “I thank UPLOAD JOBS for Mindanao for giving me another opportunity to explore and widen my knowledge in entrepreneurship. The Business Plan we wrote at the boot camp was different from what we did in the UPLOAD JOBS business plan competition but the skills and learnings I have gathered from my teachers in the Agir-Entrepreneurship training helped me a lot in earning this award as one of the best writers/presenters in this bootcamp”, Moniza gladly related.

Since the boot camp, Moniza has moved to Tacurong city and works at a desk as a data entry and web research and editor. Her Polvoron business has already started and she is producing her polvoron product on a per order basis. Jodelyn is now employed at the nearby elementary school in her town as a data encoder. She visits the church twice a week for meetings as she was also chosen as one of the core group member in their church youth ministry. Monawara continues to be employed in direct selling for the Natasha Clothing company while also overseeing a 1/4 hectare of turmeric plants for her team’s business plan (turmeric powder).

### **Casting a wider net for entrepreneurship support in Mindanao**

The Center for Agriculture and Farmland Entrepreneurship (CAFE) is a social and business enterprise that was created in 2012 under the auspices of the University Partnership Linking Out-of-School Youth to Agri-entrepreneurship and Job Opportunities for Business Scale Up for Mindanao project, to empower and provide one-of-a-kind resources to the communities of Central Mindanao. In its three years of existence, the Center has trained over 200 individuals, advised 33 business plans, consulted with 16 start-up businesses, and shared equity in the expansion of three local businesses. However, limited to the funding of the UPLOAD JOBS project and also geographical reach within the city of Midsayap, the project team led a rigorous networking and social marketing campaign to cast a wider national and international net of entrepreneurial awareness, support and funding.

That is why the UPLOAD JOBS for Mindanao project hosted a colloquium to feature the CAFE in May 2015 to showcase its services and resources to the public of Central Mindanao. Over 250 individuals representing out-of-school youth, government officers, agencies and non-governmental organizations, business owners and community supporters attended the event held at Southern Christian College, in Midsayap. It is at this event where the Center's official logo, created by Mr. Jay Madrones, was selected in a logo design contest open to the public. Mr. Madrones' logo will be featured on all CAFE merchandise, brochures and marketing materials.

The Center explored various platforms of social media to reach new national and international borders to explore new networks of support and funding to sustain and share its entrepreneurial developments. Unfamiliar with many of the recent crowdsourcing and social media applications, Jovelyn Bantilan, the CAFÉ Director worked alongside the Communications Coordinator Cynthia Lai and project assistant Jena Lee and other experts to learn how to create and distribute a mailchimp newsletter, establish a QR code, set-up a Facebook site (MindanaoCAFE), start up and implement a crowdsourcing campaign and establish and update the Center's website ([www.mindanao.org](http://www.mindanao.org)). CAFE Director, Jovelyn Bantilan, said she had never heard of MailChimp before and was impressed by how easy it was to use and distribute newsletters via a list serve. MailChimp ([mailchimp.com](http://mailchimp.com)) is an email marketing service provider that is free of charge and readily available to the global online community. Prior to MailChimp, the Center was limited to mainly word of mouth and hard copy distributions of event invitations and informationals. Now, Jovelyn is able to inform the interested local, national and international community within minutes and at the click of a button! The Center will be distributing a semi-annual newsletter to its interested contacts.

The Center is also proud to announce the recent launching of its IndieGoGo campaign, "Support the CAFE and Entrepreneurs in Mindanao!" (<http://igg.me/at/cafemindanao/x/10689528>). Indiegogo is an international crowdfunding website. Excited to apply social media to the Center's strategic marketing plan, this campaign aims to generate \$5,000 that will be used to lease a space for the Center's Community Kitchen, provide a salary for a CAFE assistant and support its Small

Business Incubation Program. CAFE's IndieGoGo campaign will be open for 60 days (as of June 24, 2015) for donations.

The Center for Agriculture and Farmland Entrepreneurship (CAFE) aims to be an engine of economic growth for Central Mindanao, Philippines. The Center supports and fosters new and nascent entrepreneurs by offering Agri-entrepreneurship Training, one-to-one Consulting Services, and Resources to start-up and scale-up a new or existing business. You can find out more about the CAFE via Facebook or on our website, [www.cafemindanao.org](http://www.cafemindanao.org).

## **Appendix D. Photographs**



July 2012, UH Project staff, visiting faculty, and Higher Education for Development travel to SCC for their initial groundtruthing visit.



July 2012, UH Project staff, visiting faculty, and Higher Education for Development travel to SCC for their initial groundtruthing visit. The group visited potential UPLOAD JOBS partners like Hon. Gregorio Saljay III at Saljay Farms.



January 2013: The first cohort of OSY was trained with UH Faculty members as primary trainers and SCC faculty as secondary trainers/translators. In this photo, Dr. Kheng Cheah is the primary and Roberto Cambel is supporting as secondary trainer.



January 2013: Dr. Catherine Chan, UH Project Director, poses with OSY from Cohort 1.



January 2013: OSY were encouraged to wear business attire while pitching their newly created business plans during the business plan competition. Top teams were awarded a small amount for purchasing supplies to go towards their new enterprise.



September 2013: UH project staff and SCC faculty trainers conducted a refresher training/Training of the trainers in Cagayan de Oro.



February 2014: Suka sa Lubi is a traditional vinegar condiment made by regional Bangsamoro people. One of the OSY teams started a business making and selling Suka sa Lubi and Tinagtag, another local snack.



February 2014: One of the OSY enterprises make and sell banana chips. This product was on display at the first UPLoad JOBS Annual Colloquium.



January 2014: James Rushing and Sidney Sevilla conduct one-on-one business consulting with OSY Beverly Costales at a Refresher Training in Los Banos, Philippines.



January 2014: OSY, SCC faculty trainers, UH faculty, and project staff pose during a field trip at Costales Nature Farm to observe an organic, natural farm enterprise.



## **Appendix E. Reports and evaluations**



**University Partnership Linking OSY (Out-of-School Youth) to Agri-Entrepreneurship and Development to promote Job Opportunities and Business Scale-Up for Mindanao (UPLOAD JOBS for Mindanao)**

## PILOT EVALUATION REPORT

### Content Evaluation of Agri-Entrepreneurship Course Modules for Out-of-School Youth (OSY) in Central Mindanao

**29 May – 3 June, 2014 at Punta Isla Resort, Sitio Tuko-fof, Surallah-Lake Sebu Rd, Lake Sebu, South Cotabato, Philippines**

#### BACKGROUND

- 1.0 With the goals of sustainably increasing the institutional and human capacity of rural workforce and improving the livelihood and income of out-of-school youth (OSY) in Central Mindanao, the University Partnership Linking OSY (Out of School Youth) to Agri-Entrepreneurship and Development to promote Job Opportunities and Business Scale-Up for Mindanao (UPLOAD JOBS for Mindanao) commenced in 2012. The UPLOAD JOBS for Mindanao is a partnership project between the University of Hawaii (UH) and the Southern Christian College (SCC) in Midsayap, North Cotabato, Philippines. Through extension programs in agricultural entrepreneurship, the UPLOAD JOBS for Mindanao project delivers relevant training activities to SCC faculty and staff to equip them with greater opportunities to empower and support OSY via agri-entrepreneurship and local institutional capacity building.
- 2.0 In the past two years, the UPLOAD JOBS for Mindanao project has implemented the “teach, coach, and mentor” program. Recently, the UPLOAD JOBS for Mindanao concluded the training of the third group or cohorts of OSY. In this most recent training, SCC faculty and staff with assistance from the participants of the first two cohorts of OSY adapted the materials from the University of Hawaii trainers and conducted the training. To ensure that this training and the subsequent “training of trainers” cover the key topics and concepts on agri-entrepreneurship, the University of Hawaii-based project staff put together a tool to monitor the course content and delivery as well as materials distributed to training participants. In the second part of the training for the third cohorts of OSY, UPLOAD JOBS for Mindanao invited a course monitor to conduct a pilot evaluation of the tool and the contents of the courses offered by the project.
- 3.0 The course monitoring exercise has three-fold objectives. Primarily, the monitoring exercise seeks to assess the consistency of the key agri-entrepreneurial topics and concepts included in the materials used by the SCC faculty and staff with those initially covered by visiting professors and professionals from the United States. Secondly, the evaluation examines the neutral stance of the course topics, materials, and delivery in terms of gender, religion, and ethnicity. Finally, the course content evaluation exercise seeks to investigate the appropriateness of the adaptation of the US-introduced courses to the local context in Central Mindanao.

- 4.0 The UPLOAD JOBS for Mindanao engaged Ms. Rusyan Jill Mamiit to conduct the course content evaluation exercise. To evaluate the course contents, Ms. Mamiit attended the training on financial planning for entrepreneurs, business plan development, and identifying business ventures. The project held the training course in Punta Isla Resort in Lake Sebu, Philippines from 29 May to 3 June, 2014.
- 5.0 Ms. Mamiit also conducted a desk evaluation of the following courses: introduction to entrepreneurship and entrepreneurial marketing. The desk evaluation or evaluation of materials used in previous training was necessary since the training for the introduction to entrepreneurship and entrepreneurial marketing courses was held in April 2014. Ms. Mamiit was unable to attend the training for the two courses. Hence, Ms. Mamiit reviewed the content of the slides and handouts used in the April 2014 training.
- 6.0 Equipped with the pilot course evaluation rubric prepared by the UPLOAD JOBS for Mindanao team at the University of Hawaii at Manoa, Ms. Mamiit conducted on-site and desk evaluations. Ms. Mamiit observed the actual training delivery and reviewed the course presentation slides and handouts. Ms. Mamiit also conducted a one-on-one meeting with the course lecturers and discussed topics covered and content delivery.<sup>1</sup>
- 7.0 This evaluation report is organized with a summary of the key points for each course assessed. A detailed evaluation of the course contents is presented in the appendices that contains the course content assessment rubric. Finally, some notes for consideration for future course offerings are provided.

## **COURSE CONTENT EVALUATION**

### ***COURSE I: Introduction to Entrepreneurship*** [Desk Evaluation]

- 8.0 The lecture on “Introduction to Entrepreneurship” was held during the April 2014 training event in Lake Sebu, South Cotabato, Philippines. Mr. Sidney Sevilla and Ms. Estela Monette Flauta organized the materials and delivered the lecture. This course was evaluated through a desk review of the presentation materials and hand-outs used during the training.
- 9.0 The slides used by the instructors in the lecture show that the following main topics and concepts were covered:
  - The what, who, and why of entrepreneurship.
  - Roles and tasks of the members of an entrepreneurial team.
  - Introduction to developing a business plan – what and why of business plan development.
  - Introduction to SWOT (strengths, weaknesses, opportunities, and threats) analysis.
- 10.0 The desk review of the lecture materials show consistency of the topics and concepts covered with those presented by US-based professors and professionals. The evaluator noted that gender and ethnic neutrality was observed in the lecture materials. In some instances, however, there were references made to some Biblical passages. To ensure a neutral stance on religion, topics included in the lecture should be strictly related to agri-entrepreneurship. Course instructors should abstain in using citations of religious passages or practices.

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<sup>1</sup> Ms. Mamiit had a one-one-one meeting with Ms. Michelle Ortez after she completed the delivery of the course training on Financial Entrepreneurship on 1<sup>st</sup> June, 2014.

11.0 On the whole, the lecture materials on “Introduction to Entrepreneurship” covered the most relevant topics necessary for an introductory course in agri-entrepreneurship. It is worth noting that the instructors added production plan development as part of the introductory course. This was done based on lessons learned and gaps identified from previous trainings of the first two cohorts of OSY. The concept of the GEL test (great customer, easy sale, and long-life), however, was not specifically covered in the lecture. A lecture on what a business model is and some of its components are included but no specific reference to the GEL test. Appendix A provides a more thorough assessment of the course contents.

### ***COURSE II: Marketing and Sales Planning*** [Desk Evaluation]

12.0 The “Marketing and Sales Planning” course was also delivered to the third cohorts of OSY in April 2014 in Lake Sebu, Philippines. Ms. Lusille Mission and Mr. Roberto Cambel, Jr. organized the materials for the course and conducted the lecture. Similar to the course on “Introduction to Entrepreneurship,” the “Marketing and Sales Planning” was evaluated through a desk review of the presentation materials and hand-outs used during the training.

13.0 Ms. Mission and Mr. Cambel covered the following key topics and concepts in their lecture materials:

- The definition and importance of marketing in business.
- Strategic components of marketing including inputs and outputs. This includes product identification, pricing, and promotion.
- Market characteristics and identification of target markets.
- The definition and significance of developing a dynamic marketing plan. This includes description of the different stages in market planning.
- Importance of branding, packaging, and labeling of products in the marketing process.
- Proper pricing and selling of products as well as factors to consider in determining the right price for the products without incurring a loss.
- Placement of products at the right location at the right time.
- Ways to promote the products and sell them.

14.0 The evaluator noted that all the topics and concepts identified in the course content rubric were included in the lecture. In addition, the instructors added examples related to marketing and sales that fit the local context. Appendix B presents a more comprehensive assessment of the course content.

### ***COURSE III: Financial Planning for Entrepreneurs***

15.0 The training on “Financial Planning for Entrepreneurs” was held on 29-31 May, 2014. Ms. Michelle Ortez and Ms. Angelita Barrato organized the content of the course based on materials presented by US visiting professors and professionals. Ms. Ortez conducted most of the lecture sessions.

16.0 The financial planning course delivered to the third cohort of OSY included the following topics:

- Definition of financial planning and the importance of developing a financial plan.
- Components of a financial plan – balance sheets, income statements, cash flow.
- Breakeven analysis.

Ms. Ortez walked the OSY through the nuts and bolts of developing a financial plan. She did a very thorough approach on explaining the balance sheets, income statements, and cash flow. She prepared hands-on exercises for the OSY to develop their own financial plans that are relevant to their own proposed businesses. Actual examples from the local community in Central Mindanao complemented the lecture and hands-on exercises. Ms. Ortez also spent a great deal of time to explain the concept and importance of breakeven analysis. Through several examples, she demonstrated to the OSY why it is important to identify the breakeven points as they are developing their production plans.

- 17.0 Overall, the evaluator found that the financial planning lecture for the third cohorts of OSY was prepared and organized in consistency with the course materials of the US-based professors and professionals. The evaluator also noted that the SCC faculty lecturer added examples that are more appropriate to the local context. The lecturer made it a point that the concepts and materials were explained to the level of the OSY and were complemented with local examples.
- 18.0 There were a few topics that were not directly covered in the materials and lecture but in the whole scheme of things, the most relevant topics and concepts were included in the lecture and discussion. The hands-on experience of preparing balance sheets, income statements, and cash flows made the lecture more interactive. The mentor-mentee approach of partnering groups from the third cohorts of OSY with invited members from the second cohorts of OSY added value to the lecture experience as the approach made the topics more relatable to the third cohorts of OSY. Appendix C provides a detail assessment of the course.

#### ***COURSE IV: Business Plan Development***

- 19.0 Ms. Lusille Mission and Mr. Roberto Cambel, Jr. organized and delivered the lecture on “Business Plan Development” at the training held on 1 June, 2014 in Punta Isla Resort, Lake Sebu, South Cotabato, Philippines. The brief lecture was basically a recap of all the concepts covered in previous courses. Ms. Mission highlighted the importance of putting together what the OSY learned in the previous courses to be able to develop a good business plan.
- 20.0 The instructors for the “Business Plan Development” defined a business plan as the art of visualizing the business success. A simple five-page business plan template was introduced to the OSY. Ms. Mission presented a step-by-step process on how to organize a business plan and what should be included in each of the section of the plan – business summary, business model, production plan, marketing plan, and financial plan. Ms. Mission used a similar example to that provided by the US-based professors and professionals in the first training.
- 21.0 It has been assessed that the contents of this course is very much consistent with those initially introduced by US-based instructors. Overall, the hands-on exercises and template completion as well as the one-on-one coaching by the instructors with assistance from members of the second cohorts of OSY added so much value to the lecture experience of the third cohorts of OSY. Appendix D provides a more thorough assessment of the course content.

#### ***COURSE V: Business Ventures***

- 22.0 The “Business Venture” course was the last of the five courses delivered to the third cohorts of OSY. Ms. Lusille Mission prepared the materials and conducted the lecture on 2 June, 2014 at Punta Isla Resort, Lake Sebu, South Cotabato, Philippines. The instructor designed the lecture as the culminating course to bring together all the lessons learned from previous courses.

- 23.0 The main topics and concepts covered in this course include:
- Definition of business ventures and the significance of recognizing new business ventures.
  - Business idea generation and idea screening.
  - Ten-point step of starting a business venture.
- 24.0 The “Business Venture” course materials and delivery reflect consistency with the contents of the same course introduced by US-based professors and professionals. The instructor had done a very good job of adding details relevant to the local setting. Appendix E presents a more thorough assessment of the course content.

## **OVERALL OBSERVATION AND COURSE EVALUATION**

- 25.0 The five courses, on a large part, exhibit consistency with contents of the lecture materials provided by US-based professors and professionals to SCC faculty and staff. The local lecturers and instructors adapted a local approach to deliver the course contents. The course lecturers provided real-life examples to complement the course materials. By providing hands-on exercises, the local lecturers were able to make the delivery more interactive. This largely added value to the course.
- 26.0 In terms of taking a neutral stance – without biased to gender, for example, or ethnic groups – the locally-offered courses mostly exhibit neutrality with a minor exception in one of the courses. It can be noted that some Biblical passages were included in the presentation materials. Apart from this, there are no other instance in the locally-delivered courses where such partiality was detected.

## **CONCLUSION AND NOTES FOR CONSIDERATION**

- 27.0 This course content evaluation aimed to assess the consistency of the key agri-entrepreneurial topics and concepts included in the materials used by the SCC faculty and staff with those initially covered by visiting professors and professionals from the United States. The evaluator noted consistency between the materials used. The local instructors further added new and locally-based information to make it more suitable for the local OSY.
- 28.0 The evaluation also examined the neutral stance of the course topics, materials, and delivery. On a large part, the course materials and the instructors exhibited neutrality. In one of the courses where religious partiality was noted, the evaluator brought this to light in this report. The evaluator highlighted the importance of observing such neutrality in all aspects of the course – content development, materials, delivery, and interactive activities.
- 29.0 The evaluator observed that there were certain improvements that can be done with the contents. Primarily, the organization or sequence of the courses can be enhanced. For instance, the evaluator noted that some of the contents of the “Business Venture” course complements those covered in the “Introduction to Entrepreneurship” course. Certain topics and processes covered in the “Business Venture” course are useful in business model and plan development. It makes more sense to offer the “Business Venture” course prior to the “Business Plan Development.”
- 30.0 The course content evaluation rubric can also be further improved. For instance, the rubric extensively covers the concepts covered by University of Hawaii trainers (*i.e.*, verbatim presentation of the topics covered), which created a lot of redundancies in the rubric. It would be ideal to consider and identify the key concepts and topics that should be assessed instead of listing a wide range of topics that are generally overlapping.

31.0 In addition to evaluating the topics and contents covered in the courses, the project team might want to consider the amount and relevance of additional activities included such as hands-on exercises and networking activities among participants and with businesses. The team might also want to take into account adding into the rubric the evaluation of the clarity of the language or dialect used in the delivery of the course as well as references and materials used such as workbooks, handouts, and manuals for hands-on exercises. Finally, since this is an evaluation exercise, it would help if performance metrics that are quantifiable can be developed to have a quantitative measure of the progress made in making the courses more relevant to the needs of the OSY.

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2/22/2015

# Strategic Planning Report



Diana Lilla, Volunteer for ACDIVOCA.org to Univ of  
Hawaii; Organizational Management

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## Name

Center for Agriculture and Farmland Entrepreneurship, CAFÉ, at Southern Christian College

## Overview

This document includes information for the Strategic Planning section of University of Hawaii Upload Jobs for Mindanao project that ceases June 30, 2015. The information is based on CAFÉ being an educational or training organization targeting the agricultural entrepreneurship market. This does not limit CAFÉ from adding other parts to the strategic plan, such as the ideas that surfaced about developing an agriculture product and selling it for income.

The intention is that the strategic plan will use near term some of the information herein for the final strategic plan. The remainder is supporting information for CAFÉ.

Bylaws for CAFÉ were approved in principle in early 2013 by Advisory Committee. (Document: Café Draft Bylaws 4 with vision)

**Red font:** information in red font has either not been agreed to yet or has not been discussed.

## Vision, Mission, Core Beliefs

### VISION

A vibrant rural communities of entrepreneurs maximizing local resources towards more sustainable development for the future of both present and next generations in Mindanao and beyond.

### MISSION

CAFE as a catalyst of value-added resource-based industries in rural Mindanao communities through the establishment of a more sustainable economic development framework built on the concept of entrepreneurship.

### CORE BELIEFS

- Entrepreneurship development is a necessary component of economic development – indeed it may be the most promising strategy for rural places.
- Creating an entrepreneurial environment requires culture change – instilling a “growing our own” mentality in rural regions across the country.
- Entrepreneurship development requires a systems approach – a collaborative, often regional approach of “connecting the dots”.

(Above approved in principle by CAFÉ Board of Advisors, first BOA meeting 2013)

## Organizational Structure

Director: Dr. E. Neyra, retires, May 2015, to be replaced by: ?

Executive Committee: (per bylaws)

External Advisory Council

*(CAFÉ as an arm of SCC?)*

*Staff: Incorporate Upload Jobs for Mindanao project contractors presently as follows: In Charge 100%, Project Coordinator 75%, IT / Communications 75%*

## Goals

1. Education for Entrepreneurs and in Agriculture: Provide value to entrepreneurs in the making and agriculture sector.
  - a. Training in entrepreneurship
  - b. Series format involving business plans
  - c. Concentrated training that stands alone in delivery: Marketing, Production, Business plans, and other
  - d. One time training events in current topics and expert speakers
  - e. Trade fairs / Colloquiums with speakers
  - f. Customize delivery of entrepreneurial knowledge for requested groups
2. Linkage Center: Bring partners together to establish learning together and conducting business with economies of scale
  - a. Arranging opportunities for partnerships to be explored
  - b. Suppliers or producers in the value chain of agriculture
  - c. Resources, funding,
  - d. Governments
  - e. Provide resources for production and sales
3. Consult and coach businesses in both 1) technical product and 2) managing the business.
  - a. Provide consulting / coach resource to help with marketing analysis and product selection, business plan, production plan, marketing plan
  - b. Provide consulting / coach resource to help with technical aspect of product or service, i.e. packaging, raising native chickens
4. Sustainable as Café within 3 years.
  - a. Obtain grants to fund operating CAFÉ for training and consulting until sustainable on its own.
  - b. Start shifting attitude of targeted market in the culture by charging small amounts and diminish the giving attitude.
  - c. Monitor the results achieved by launched SME to prove CAFÉ value and support increased fee structure.
5. Innovative research and products delivered by Café to market.

Organic rice and fertilizer: (For purposes of the strategic planning support, the support is according to the SOW from UH for strategic planning about CAFE launching as organization providing training and resources for entrepreneurship in Central Mindanao. Strategic planning that extends beyond that scope can be added to the final of this strategic plan by CAFÉ. )

## Market for CAFÉ products and services

- Individuals seeking to advance self through becoming entrepreneurs (both unemployed young people, ages 18-30, approximately, and older age groups as interested)
- Entrepreneurs in business
- Agriculture knowledge specialists

Location focus: Primary focus: North Cotobato and Sultan Kudarat Provinces; Secondary focus: surrounding area

## Services

### Training

Full cycle entrepreneurship training 10-12 days

Specific entrepreneurship topic training

Specific agriculture topics (Extension trainings of specific topics)

Other trainings

### Training Curriculum for Agriculture Entrepreneurship

<b>Modules</b>
<b>Module 1</b>
<b><i>Introduction to Entrepreneurship</i></b>
Key Topics:
1. What is entrepreneurship
2. Who is an entrepreneur
3. The Management Team and their Roles
4. Business Vision and Mission Statements
5. SWOT Analysis
6. Your Business Idea
7. The Production Plan
<b>Module 2</b>
<b><i>Entrepreneurial Marketing</i></b>

Key Topics:
1. What is Marketing
2. Core Marketing Concepts
3. The marketing Mix
4. Marketing Plan
5. Marketing Strategies
6. Branding Strategies
7. Packaging and Labeling Strategies
8. Product Pricing
9. Placing Products
10. Promotion and Advertising
11. Market segmentation
12. Sales Strategy
Include: Sales Training
<b>Module 3</b>
<b><i>Financial Entrepreneurship</i></b>
Key Topics:
1. Financial planning
a. Balance Sheet
b. Income Statement
c. Cash Flow
2. Record keeping
3. Making Projections
<b>Module 4</b>
<b><i>The 5-Page Business Plan</i></b>
Key Topics:
1. Company Summary
2. Business model
3. Financials
4. Production Plan
> Include strategies about resourcing inputs from in and out of conflict area, or when you live in and out of conflict area
5. Marketing Plan
<b>Module 5</b>
<b><i>New Ventures</i></b>
Key Topics:
1. Concept and Product Testing
2. Completion of the Prototype
3. First Financing

4. Pilot Operation Test
5. Market testing
6. Product test-run
7. First Significant Sale
8. First competitive Action
9. Redesigning and redirecting

<b>Missing Topics:</b>
1 Sales Training
2 Marketing analysis for product, competition and pricing
3 Production Improvement
4 Diversification
5 Monitoring business and evaluation
6 Customer Service
7 Product Display
8 Leadership Training/Workshop or Team building activities
9 Motivational workshops towards becoming a successful entrepreneur.

Advanced Topics:

Value Chain

Motivational workshops towards becoming a successful entrepreneur.

### Colloquium Trade Fair, including topics of interest

Develop reputation as resource for Central Mindanao that people and their organizations count on through providing a repetitive annual or semi-annual trade fair and similar things

- Promote products and information.
- Schedule expert speakers in topics of significant interest in order to insure attendance at the event as well as provide education.
- Obtain up to date feedback information about participants needs through surveys each time a colloquium is held. (Completed survey in exchange for certificate of attendance or waived attendance fee.)

### Product sales in SCC Gold and Blue Store

Educate participants in CAFÉ' programs about availability to sell product in SCC store.

(CAFÉ': Is it possible for CAFÉ to gain a % of sales?)

### Coaching about business problems and growth

Develop cadre of consultants who can coach entrepreneurs as needed in various business problems

## Financial

Forecasted

Revenue projection	2015 Q3-4	2016 Q1-2	2016 Q13-4	2017 Q1-2	2017 Q13-4	2018 Q1-2	2018 Q13-4
Sales of training							
Average price							
Projected Revenue							
Expenses							
Expenses per training							
Other expenses							
GSA							
Total Expenses							
Funding required (Grants)	Yes/ 100%	Yes/ 100%	Yes/ 90%	Yes / 60%	Yes / 60%	Yes/ 30%	No

## Implementing Change in our Culture

Provide education and support about implementing change in existing culture

- Change in attitude about agriculture as a means for livelihood
- Change in attitude about paying for training and consulting (agriculture / entrepreneurship)
- Change in dealing with conflict so entrepreneurs characteristic of determination shall live (when offering scholarships to training, be strategically inclusive to break down barriers and develop relationships)

## Recommendations:

### CAFÉ Education / Curriculum / Training

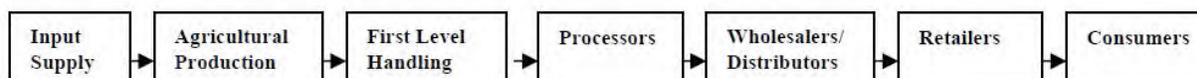
The Upload Jobs for Mindanao project developed a series of multiple modules to develop agriculture entrepreneurs. These will be the basis for starting CAFÉ.

The curriculum is a niche, or unique offering of Southern Christian College and no other institutions in the area. 1. CAFE to stay focused on vision, purpose. 2. Develop master level expertise and effective networks. 3. Avoid being all solutions for all people.

Current Education / Curriculum	Recommendations
<p>Targeted audience:</p> <ul style="list-style-type: none"> <li>• out of school youth ages 18-25 (due to agreement with funder in order to obtain funding)</li> <li>• typically not working</li> <li>• seeking agriculture entrepreneurship</li> <li>• both genders</li> </ul>	<p>Expand targeted audience to:</p> <ul style="list-style-type: none"> <li>• individuals without age limitation,</li> <li>• working or not, new entrepreneurs or existing entrepreneurs</li> <li>• agriculture focuses and allowing other entrepreneurs as interest grows</li> <li>• restrict only if new funding requires that</li> </ul>
<p>Topics: Basic topics were built into modules to deliver be delivered for 2 days each, totaling 10 days across approximately 4 weeks as well as built in short version for short network presentation sessions. (i.e. NGOs) Production was added after original topics were built and delivered. Part of finance module. Monitoring and evaluation not included</p>	<p>Create separate module for:</p> <ul style="list-style-type: none"> <li>• Production and product improvement</li> <li>• Monitoring and evaluation (business and quality)</li> </ul> <p>Add in topics:</p> <ul style="list-style-type: none"> <li>• Marketing analysis for product, competition and pricing</li> <li>• Diversification</li> <li>• Product Display</li> <li>• Sales training</li> <li>• Customer Service</li> <li>• Leadership Training/Workshop or Team building activities</li> <li>• Motivational workshops towards becoming a successful entrepreneur</li> </ul>
<p>Design of module series: includes lecture and student involvement, a 60/40 ratio, without an integrated case study</p>	<ul style="list-style-type: none"> <li>• Link all modules with an integrated case study for faster and more effective learning with adults.</li> <li>• Make all modules ready for delivery on standalone basis. Integrated case study needs to work for series or standalone delivery.</li> <li>• Ratio of 50/50 or 40/60 for lecture / student involvement with exercises, cases, discussion, etc.</li> </ul>
<p>Business plan competition: includes prizes of supplies needed by winners and suppliers; paid for in the sub-award grant</p>	<p>Future funding possibilities might include:</p> <ul style="list-style-type: none"> <li>• Make fund for competition as part of budget in pricing the training</li> <li>• Approach businesses in the area to contribute to a fund since businesses will</li> </ul>
<p>NGO Network delivery of topics were shorter versions of full modules</p>	<p>Continue as long as it doesn't take away from future attendees in full series of modules.</p>
<p>Advanced topics: not included</p>	<p><b>Develop sessions for existing entrepreneurs who have already been operating business with topics</b></p>

Current Education / Curriculum	Recommendations
	fitting their experience level and include valuable speakers (ones that CAFÉ can charge participants to attend) Value Chain Training*
Prominent guest speakers: None	Encourage 1-2 a year. Many will donate their time and do when traveling to area. Coordinate with their timing of travel to area to reduce the expenses.

\*



- The majority of CAFÉ education should be delivered to meet adult learning styles. (Tell me, show me, have me try it, discussion with questions and answers)
- Two tiered training
  - New, learning entrepreneurship and agriculture for small scale businesses
  - Existing entrepreneurs and operating with more than 1-2 people; larger scale
- Business plan competition
  - Publicity: Public acknowledgement for entrepreneur business plan competition winners
  - Funding: rewards for winners through business contributions because an improved local economy will help the bigger businesses

### ASEAN Trade Policy

Include ASEAN trade policy when networking with people and educate individuals of what it means for them

### Pricing of Education

Pricing of training was free because of common belief that the out of school youth ages 18-25 would not have money to attend. That same belief should not be applied in future in expanding the audience to others.

“Pay what you can:” Instead of free, establish a fee of “Pay what you can” by creating a registration form with the full price and allow for an option based on age that is “pay what you can.” If the youth can pay 5 pesos, 20 pesos, or 50, or nothing, then the person is expressing more intent to be in the program and if 10 people offer 20, that will be 200 pesos added to the amount to pay delivery expenses.

Education / Training	Year 1	Year 2	Year 3
Basic Agric Entrepreneurship Series of modules	Pay what you can for first time learners of entrepreneurship *	50% discount to first time learners of entrepreneurship *	25% discount to first time learners of entrepreneurship *

Education / Training	Year 1	Year 2	Year 3
Modules delivered standalone	Minimal fee for first time		
Network topics with specific organizations	Negotiate fee and / or contribution to CAFE	Negotiate fee and / or contribution to CAFE	Fee
Network topics open to public	Minimal fee	Increase fee	Increase fee
Advanced topics for existing entrepreneurs (not new ones)	Fee based on breakeven point and **	Fee based on breakeven point, and **, plus extra	Fee based on breakeven point plus extra
Prominent speakers: Speak in open and closed sessions that is by special invite *** for a fee	Open session: free Closed session: fee	Open session: free Closed session: fee	Open session: free Closed session: fee

\*Plus written testimony for promotional use by CAFÉ

\*\*Willingness to pay assessment of fees, incorporate responses from “willing to pay” assessment when establishing fees and conduct more assessment in various local areas.

\*\*\* Existing and seasoned entrepreneurs and heads of larger businesses and LGUs

## Other Education

Conducting a field day and technical clinic with working farmers sharing information about agriculture are *best practices* in many countries. SCC partnered with a Bangsamora Farmer group in one such event that was a success.

Recommend that CAFÉ use this strategy doing multiple times a year across the two provinces covering topics like land prep, planting, harvest, post-harvest processing

These provide multiple benefits: education for farmers, acknowledgement to existing farmers where the field day is held, add to CAFÉ networking list for marketing, development of community, supports breaking down barriers between people in conflict zones due to building relationships over their livelihoods.

Field days / technical clinics for education, network expansion and marketing of training program

Ask: Who benefits? Who are the stakeholders/actors? Who pays for expenses? Who pays for training business/CAFÉ 's expense? Should we continue if income does not follow?

Land prep, planting, harvest, postharvest processing

## Marketing the training and services

1-2 pattern: give away some valuable information, then later market something for fee (first one establishes credibility; Can also do 1-2-3 with first two as give away, then 3 for fee)

Ask for referrals from students who have completed the Module series.

## Schedule of Training and Trainers

Modules were delivered by SCC teachers requiring that the schedule for modules only be during the teachers off time, when school is out. This can create multiple problems: limiting provision of services when demand can be higher, timing for CAFÉ staff performing for peak activity when community is often in holiday / vacation mode, targeted audience is from community also experience holiday / vacation mode.

- As CAFÉ increases it's cadre of trainers, the cadre should include some experts who are not at SCC and thus restricting when CAFÉ can deliver services to targeted audience.
- Additional trainers should come from experts in the community who can bring their experience into the training for adult learners.

## Teachers / Trainers with Expertise

Current expressed thought is that there are appropriate educators at SCC for the CAFE programs unless CAFÉ ventures away from topics needed in Agriculture Entrepreneurship. Expertise and excellent teachers and coaches exist at SCC among the 1) faculty from: agriculture, home economics, agriculture engineering, and 2) staff in extension 3) staff in product development.

Note: When adding topics that were missing curriculum in (Upload Jobs for Mindanao Project), this should be done in time to ensure sufficient expertise exists to present the additional topics.

Use of prior students in training classes to support teachers: include only those who completed the classes and established a business as an entrepreneur. This will help bring another person who models entrepreneurship into contact with student, and acknowledges the entrepreneur when selected to help teachers.

It is a common practice that content / curriculum developed for a specific program at an organization be the property of the organization and not that of those presenting the training. It is strongly recommended that there be a policy that the teachers may not use the material outside of the CAFÉ program at Southern Christian College. This will help mitigate the risk that SCC's unique position with an agriculture entrepreneurship program be jeopardized by people using it elsewhere.

## Finances

Assets acquired for CAFÉ have sometime been shared. This is a lost opportunity for fee income to support maintenance and replacement of the assets, as well as become an income stream for CAFÉ.

- Develop inventory list of CAFÉ assets and audit annually
- Create a maintenance schedule for applicable assets
- At minimum, adopt financial cost accounting for assets that are shared with other parts of SCC so that CAFÉ does not bear the cost alone without recovering some of the expense from other users
- Utilize remaining sub-award funds from U of Hawaii to cover:
  - repairs/replacement of existing assets that need attention before the funds expire June 30, 2015

- creation and printing of CAFÉ marketing and promotional “generic” material to provide a supply sufficient for at least two years while CAFÉ is growing to where it can bring in income to pay for such things
- CAFÉ should have regular monthly financial reports for Café leaders to use in managing CAFÉ and making decisions

## Staff, Administration and Operations

Vice President at SCC with responsibility for CAFÉ is retiring in second quarter 2015. CAFÉ’s three staff are contractors for Upload Jobs for Mindanao which ends June 30, 2015. CAFÉ is supported by a financial person as needed. Issues like these often add anxiety for humans. There is an immediate need to handle these items as the timing also coincides with the limited remainder time for Upload Jobs for Mindanao activity that takes advantage of willing and capable staff from University of Hawaii.

In addition, the existing three staff positions will be different after this startup period during Upload Jobs for Mindanao project and position descriptions should be outlined. (What it takes to develop a training organization, or any organization, often changes once the startup needs are in place. It becomes more important to focus on the actual purpose of the organization, its services and manageable growth to become sustainable.)

CAFÉ needs:

- dedicated SCC sponsor/executive; management of CAFE
- positions collaborating together in the work necessary to deliver training and services, marketing and promoting, communications, IT, community relations and development, financial, monitoring and evaluating CAFÉ as it operates.

What has been set in motion through Upload Jobs for Mindanao project will need 3 people to begin with to carry on the work. Growth in staffing might occur sooner depending on demand and the growth in willingness to pay for classes.

Additional needs for CAFÉ:

- Regular staff meetings with all present
- Development of project management skills (to be able to schedule project activities and individuals to work within ongoing CAFE operations.)
- Financial management skills
- Document library management
- Facebook / social network management

Communication challenges exist with customers/ individuals not having consistent phone numbers and/or no internet. The area is typically not one where people use email and instead rely on Facebook to contact others. One more telecommunications carrier is currently adding Facebook for free.

Students: Facebook will be the best way to contact people

Network in Local /Region XII: Facebook will be the best way to contact people

Manila and outside Philippines: email for contacting people

*Databases should incorporate both Facebook and email contact fields*

*Promotional marketing should occur both with CAFÉ Facebook page and email*

Grow network and use Facebook to reach individuals

Facebook accounts don't change as often as other forms of contact;

Facebook can be accessed by customers for free (vs. internet)

## Other

CAFÉ provide simple market studies for entrepreneurs

CAFÉ engage value chain analysis studies

Simple studies for first time entrepreneurs to identify areas of need

Advanced studies for those seeking to grow into a larger scale business; create fee income from this

Identify areas CAFÉ might get involved in for income for long term sustainability

CAFÉ and SCC have an opportunity to develop and provide expertise to others in world on work during conflict. (Most is post conflict.)

Track the occurrence of conflict activity to those participating in entrepreneurship training and their success;

Incorporate entrepreneurial ideas and training into SCC curriculum

Exercises and case studies in classes can use examples, (teaching math)

Include some topics from entrepreneurship into studies

## Addendum:

### Resources

#### ACDI/VOCA Philippines-

Thelonious S. Trimmell  
Chief of Party | MinPACT Project  
339 Sampaguita Street, Juna Subdivision  
Matina, Davao City, 8000  
Cell: +63 917 308 3981 | Skype: tstrimmell  
[ttrimmell@acdivoca-ph.org](mailto:ttrimmell@acdivoca-ph.org) | [www.acdivoca.org](http://www.acdivoca.org)

#### Asia Foundation Organization

[www.asiafoundation.org](http://www.asiafoundation.org)  
[philippines.general@asiafoundation.org](mailto:philippines.general@asiafoundation.org)

Jaime Faustino  
Program Director, Economic Reform and Development Entrepreneurship  
[jaime.faustino@asiafoundation.org](mailto:jaime.faustino@asiafoundation.org)

Derkie Alfonso  
Results Monitoring Officer, Mindanao  
[derkie.alfonso@asiafoundation.org](mailto:derkie.alfonso@asiafoundation.org)

#### World Bank – Philippines

Arnel V. de Mesa  
National Deputy Project Director  
Philippine Rural Development Project  
Tel No. (02) 273-2466  
Mobile No. 0908 757-4547  
Fax No. (02) 920-1767  
Email: [demesaav@gmail.com](mailto:demesaav@gmail.com), [prdpnpco@gmail.com](mailto:prdpnpco@gmail.com)  
Website: [www.daprdp.net](http://www.daprdp.net)  
Address: 4th floor, Department of Agriculture Building, Elliptical Road, Diliman, Quezon City

#### Microfinance

Microfinance Council of Philippines <http://www.microfinancecouncil.org/>  
Mindanao Microfinance Council <http://www.microfinancecouncil.org/mindanao-microfinance-council>

#### Terra Viva Grants

<http://www.terravivagrants.org/Home/view-grant-makers>

## US AID PACE Grant Concept papers by Feb 27, 2015 Grant Detailed Information

### U.S. Agency for International Development (USAID)

#### PACE for Enterprise Development, 2nd Call for Partnerships

<http://www.terravivagrants.info/grantdetail.php?id=1947>

Deadline: 27 February 2015

Principal Office: USA

Partnering to Accelerate Entrepreneurship (PACE) is a program in USAID's Global Development Alliance to direct private investment to early-stage enterprises in developing countries. Thematic areas may include **agriculture**, energy, and water -- among others. USAID invites concept papers to propose public-private partnerships for **a single country** or multiple countries in which USAID is present. Details are found in the FAQ of the announcement. The deadline for concept papers is 27 February 2015.

Also:

<http://www.usaid.gov/pace>

## Indigenous Peoples Assistance Facility 2015 Grant Detailed Information

### International Fund for Agricultural Development (IFAD)

#### Indigenous Peoples Assistance Facility 2015

<http://www.terravivagrants.info/grantdetail.php?id=2010>

Deadline: 6 March 2015

Principal Office: International

The Indigenous Peoples Assistance Facility aims to strengthen indigenous peoples' communities and their organizations by financing small projects which foster their self-driven development in the framework of the UN Declaration on the Rights of Indigenous Peoples. Thematic areas are food security and nutrition; access to markets; land, territories and resources; and climate change mitigation and adaptation -- with a specific focus on indigenous women. Proposed project budget requests should range between US\$20 thousand and US\$50 thousand, and include a minimum contribution by the grant recipient of 20% (cash or in-kind) of the total request. The deadline for proposals (English, French, and Spanish) is 06 March 2015.

Also:

[http://www.ifad.org/english/indigenous/grants/2015/call\\_full.htm#a](http://www.ifad.org/english/indigenous/grants/2015/call_full.htm#a)

## Top Business Ideas for Agriculture Young Entrepreneurs

<http://www.mytopbusinessideas.com/agriculture-young-entrepreneurs/>

## Rural women entrepreneurs - From subsistence to business success: Hand in Hand's model for rural women entrepreneurs - Hand in Hand East Africa

<http://www.slideshare.net/adickinsonHiH/rural-women-entrepreneurs-hand-in-hand-east-africa>

## The Agripreneur: A new breed of Young entrepreneurs combining their love of Farming and Agriculture with an acquired professional Business Approach

<http://www.ypard.net/testimonials/agripreneur-new-breed-young-entrepreneurs-combining-their-love-farming-and-agriculture->

## Small and Growing: Entrepreneurship in African Agriculture (2014)

<http://ag4impact.org/publications/montpellier-panel-report2014/>

## 30 Most Promising Young Entrepreneurs in Africa 2014

<http://www.forbes.com/sites/mfonobongnsehe/2014/02/04/30-most-promising-young-entrepreneurs-in-africa-2014/>

## The numbers that show Africa is buzzing with entrepreneurial spirit

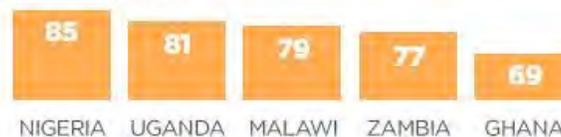
<http://edition.cnn.com/2014/05/13/business/numbers-showing-africa-entrepreneurial-spirit/>

### All you need is confidence

Source: Global Entrepreneurship Monitor 2013 Global Report

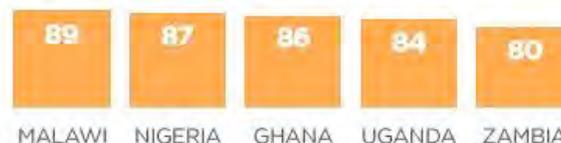
#### PERCEIVED OPPORTUNITIES

Percentage of adults who see good opportunities to start a firm in the area where they live



#### PERCEIVED CAPABILITIES

Percentage of adults who believe they have the required skills and knowledge to start a business





## **SME Development for Youth Entrepreneurship**

University of Hawaii UPLOAD JOBS Project

Assignment Title:

Country: Mindanao, Philippines:

**Final Report by**

Bryce A. Malsbary

Date: January 11 – January 27, 2015

### **I. EXECUTIVE SUMMARY**

1. HQ Assignment number –
2. Assignment Country - Philippines
3. Name of Host Organization(s) – University of Hawaii, Southern Christian College
4. Dates of Assignment- January 11 through January 27, 2015

### **OBJECTIVE**

The ACDIVOCA volunteer will work closely with the active Out-of-School Youth (OSY) businesses to equip them with a product and business strategy so they can expand into larger markets. Also provide coaching and mentoring to improve their product quality, packaging, marketing, financial management/profitability and the sales process.

### **EXECUTIVE SUMMARY**

UPLOAD JOBS for Mindanao is a USAID funded partnership between the University of Hawaii/College of Tropical Agriculture and Human Resources and Southern Christian College to enhance the livelihoods of out-of-school youths (OSY) in Central Mindanao through training and capacity building of OSY participants in agricultural entrepreneurship program. Training consists of an introduction to entrepreneurship, finance, marketing, business plan development and entrepreneurship venture creation courses as well as a business plan competition and financial assistance throughout their startup stages of business development.

Through the UPLOAD JOBS for Mindanao agro-entrepreneurship training, business teams comprised of out of school youths have formed businesses that are actively selling agricultural

based products. In order to help these businesses grow the youth need assistance in developing products and packaging that are consistent in quality. They also need to penetrate existing markets, sell to larger markets and potentially partner with companies to package or distribute their products.

The UPLOAD JOBS program is currently mentoring 16 small agri-businesses led by teams of OSY's. After completing the agro-entrepreneurship training and receiving a certificate from Southern Christian College, the youths often continue to sell their products either full or part time or by special order only. The businesses are making varying levels of profit—from a small income to enough to pay for supplementary education.

Despite their continued perseverance to develop their businesses a common theme observed is the inability to expand their market outside of their barangays or communities due to security factors, lack of product quality, proper packaging, marketing, trade routes and transportation. There is a basic need for coaching and one-on-one business development assistance to help the business expand both geographically and financially.

## **ASSIGNMENT PLAN AND ACTION**

The volunteer is to provide mentorship and coaching for all active OSY businesses to include:

- Small business development with an emphasis on financial sustainability and improved marketing strategies
- Assist OSY with implementing fundamental financial concepts into their business
- Introduce OSY to simple tools that will improve their recordkeeping, financial management and tracking sales activity
- Discuss the necessary steps for expanding the business over time and outside their current market
- Help improve financial plans which will ensure that OSY businesses continue to earn sustainable profit
- Review techniques which will improve product quality and packaging at reasonable costs
- Provide OSY with sales training to help promote, price and distribute their products

## **FINDINGS AND OBSERVATIONS**

I met with all 11 OSY businesses and each had their own specific concerns however one of the most common similarities was the need for sales presentation training. Some businesses had a slightly established market and were effectively selling to those markets. In all my meetings we did an expense and revenue comparison to evaluate if there would be substantial enough profit not only to cover the next products expenses but to cover production and labor cost, packaging and product distribution. Also we evaluated the quality of each product to determine if customers could expect the same quality time and time again. Where appropriate recommendations were made to improve the product quality, increase/decrease pricing, find ways to reduce expenses and find more innovative marketing opportunities.

In each meeting we discussed the following sales topics:

1. What is your Unique Selling Proposition (USP)? Why should a customer buy your product over the competitors?
2. Identify the benefits and disadvantage of your product and determine what you think the customers major objections would be. We role played how to overcome objections with a sales technique called Feel, Felt and Found.
3. Each business was asked to identify its immediate target market and think about future markets as the business grows. Also to identify competition and compare their product and pricing to the competition and determine what market share they had. Additionally, identify distribution challenges (including product shelf life) to get the product to current and future markets.
4. I reviewed with them the need to track their sales calls and results and envision what success would look like to them in their business. Discussed the need to manage their time effectively and make a commitment to stay engaged in the business and to work it full-time.
5. Reviewed the importance of money management and that the majority of any profit will need to be used to complete the next production cycle and remaining profit should be put in a bank account as a cash reserve to handle future capital expenditures and operating expenses. Discretionary spending of profits on non-business expenses should be conservative until there are consistent revenues generated from an establish market demand.

6. Each business was asked to identify the values of their product(s) and build a sales presentation around how their product could be of value to customers. This is a win-win sales strategy and the presentation should center on who is your audience, what is their problem and how can they help the customer. Made several actual sales calls as well as role played sales presentation to help build confidence and visualize sales successes.
7. Discussed the importance of customer service after the sale to retain business and obtain referrals from customers to solicit new business.
8. Discussed the need to maintain enthusiasm and be knowledgeable about their product to promote excitement by customers to buy your product. If you do not love your product no one else will.
9. Reviewed the need to approach potential customers by providing taste testing opportunities to determine customer taste preference and learn buying habits and pricing insight.

Each business left our meetings with a “TO DO” list of activities which would help improve their business/marketing operations and create more sustainable revenues.

## **RECOMMENDATIONS**

After my meetings with the OSY businesses and meeting with the faculty to review the entrepreneurship training modules I make the following recommendations:

A separate module needs to be developed for future entrepreneurship training which focuses on sales training. It should include the following topics:

- Prospecting (cold and warm calls) and follow-up
- Sales discovery
- Sales presentation/communication/listen skills
- Handling objections
- Relationship/trust building
- Closing the sale
- Account/territory management
- Referrals
- Customer service
- Customer loyalty and retention

- Setting sales goals and tracking performance
- Selecting the right product/service (using market research)
- Time management and business commitment
- Successful sales best practices
- Unique selling proposition (USP)

These are the most important sales topics to cover with future students and it is extremely important that instruction of this module be very interactive. The instructor of this module should have a business and sales background with a dynamic and enthusiastic personality so student witness motivated sales presentations. This module should include classroom role playing, actual case studies and sales calls to partner organizations to receive constructive feedback on each student's presentation. It was apparent in my meetings that most of the OSY business owners lacked confidence in presenting their product to potential customers. It is important that once a sales presentation is developed students should continually practice to build confidence and improve their presentation skills. During training (and after) students should make actual sales appointments and calls and compare each other's sales results to create a friendly competition which will help keep them focused and motivated on improving their sales presentation and generating success.

I also suggest that future graduates of the Entrepreneurship Program be provided a mentor or business coach to help in the early stages of their business development. This will allow the graduate time to gain confidence and have a "helping hand" to make more informed choices and minimize mistakes. I also suggest that graduates who are successful in their business be used as speakers to future classes to discuss their successes and failures. Additionally, students should not select a product to produce without first completing market research. This will avoid producing product(s) that are already saturated in the market and improve the possibility of developing a sustainable business.

It would be extremely helpful to develop more business partnerships where the students could actually work in these businesses during their OJT training and gain some perspective of how a business operates. Having this exposure would help the student visualize how a business actually operates and better prepares him/her for their own business. Also by establishing more business partnerships SCC can identify the training needs of those organizations to construct training programs through CAFÉ.

## **EVALUATION AND FOLLOW UP**

I would suggest that future entrepreneurship training be evaluated by the students 6 months after graduation to identify what other topics would have been helpful and what topic(s) that were included in the training were the most helpful in their business. The goal is to continually improve the training to increase the percentage of successful businesses. Also by having a mentor/coach for the students to assist in their business development this provides an opportunity to evaluate the effectiveness of the training and identify necessary changes. Also by increasing the number of business partnerships they would have access to a future labor pool by having the opportunity to observe the work performance of the OJT students.

Future entrepreneurship training programs will be offered through CAFÉ and I suggest SCC evaluate the financial needs to continue this training. Once the sales module is completed and enhancements made to the other modules marketing strategies should be used to recruit future students emphasizing the value of this training. At some point students should pay for this educational opportunity and realize there is a cost to prepare them for entrepreneurship and helping to develop their future success in a business venture.

## **Appendix F. Products of joint research studies**



# UPLOAD JOBS for Mindanao

Enhancing Viability of Added-Value Agri-Business by Determining Consumer Preference for Coconut Sugar Product Attributes in Rural PALMA (Pigcawayan, Aleosan, Libungan, Libungan, Midsayap, Alamada) Region Coatabato, Mindanao, Philippines.

Ma. Estela Monette M. Flauta\*, Dr. Elma Neyra\* Dr. Catherine Chan-Halbrendt\*\*, Tina Lee\*\*  
 \*Southern Christian College \*\*University of Hawaii at Manoa, Honolulu, HI

### Introduction and the Problem

Coconut sugar is produced from the sap of coconut flower buds of the coconut palm. It has been used as a traditional sweetener for thousands of years in the South and South-East Asian regions where the coconut palm is in abundant supply. The use of coconut sugar as sweetener may help address various health concerns.

One of the world's largest producers of coconut is the Philippines. PALMA (Pigcawayan, Aleosan, Libungan, Libungan, Midsayap, Alamada) area in Mindanao, Philippines is a typical agricultural area where coconut palm is abundantly grown in farms. Value adding in coconut palm can create many economic benefits. It enhances the farmer's income and at the same time creates jobs.

In Mindanao, the unemployment rate is double digit such that any opportunity for adding local employment can contribute to regional economic development. One of the highest unemployed groups is the Out-of-school youth (OSY), 14 to 25 years of age. To offset the high unemployment rate of OSY, a project funded by USAID to provide entrepreneurial and business skills was created to provide the necessary skills for OSY to become entrepreneurs. However, no study had been conducted on finding out the preference of consumers in terms of the product attributes of the coconut sugar. The findings of this study can help in the economic sustainability of selling coyo sugar.

### Objective

To identify the consumer preferences for coyo sugar product attributes and their importance.

### Methodology

- Conjoint Choice Experiments (CCE) was used to determine the consumer preferences.
- Focus group discussion on the product attribute was administered.

ATTRIBUTE	LEVELS
Price/10.5 kg	70.00, 110.00, 280.00 PHP
Packaging	Plastic, Plastic Jar, Glass Jar
Color	White, Brown

Table 1. The attributes and levels of coyo sugar.

- A pre-survey of 200 randomly selected respondents in PALMA Area.
- Statistical Software was used to design 32 sets of these product profiles.

Attributes	Class 1	Class 2	Class 3	Class 4	Class 5
Price/10.5 kg	2.18	3.41	1.81		
Packaging	Plastic bag	Glass jar	Plastic jar		
Color	White	Brown	White		

Table 2. Example of some coyo sugar product profiles.

Data were collected and analyzed using the Latent Class Analysis (LCA) which divides the respondents into four segments (classes) that are statistically different.



### Results

#### Socio-Demographic Character of Respondents

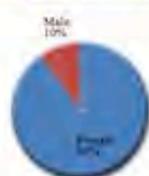


Figure 1 shows the sex of Respondents.



Figure 2 shows the Marital Status of Respondents.



Figure 3 shows the household Monthly Income of the Respondents.

#### Five distinct classes were identified.



There are three classes that are noteworthy as it has 35.8%, 18.7% and 34.6% of the study population.

Segment Size	5.9%	35.8%	5.1%	18.7%	34.6%
	Class 1	Class 2	Class 3	Class 4	Class 5
Price/10.5 kg	-5.401**	0.795	-2.118*	-6.936**	-5.249**
Plastic Bag	-0.206	-1.453	-0.015	0.002	-1.334
Plastic Jar	-0.729	-4.177**	0.002	0.254	-1.308
Glass Jar	0.162	0.143	-0.003	-5.467**	0.002
Brown	0.002	0.002	-0.001	-0.003	0.002
White	-5.127**	-1.535	0.002	0.003	-6.701**

\*\* significant at the 0.01 level.

### Discussion/Conclusion

- The study suggests that attributes of coyo sugar, specifically to color, price and packaging influence the consumer's decision in buying coyo sugar.
- Majority of the consumers want the Coyo Sugar in a Glass Jar.
- Additional socialization of the coyo project will be needed to facilitate packaging enhancement.
- Coyo Sugar production has good results of self-employment and regional development.

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### Acknowledgement

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- Classes 1 and 2 prefer the color of Coyo Sugar to be brown in glass jar.
- Class 3 prefers to be in plastic jar with the color white.
- Class 4 prefers sugar in a plastic bag with low price.
- Class 5 prefers brown sugar at low price in a glass jar.

\*This poster is made possible by the generous support of the American people through the United States for International Development (USAID). The contents are the responsibility of the University of Hawaii and Southern Christian College and do not necessarily reflect the views of USAID, the United States Government, or Higher Education for Development (HED).



# UPLOAD JOBS for Mindanao

## Consumer Preference for Coffee Product Attributes in PPALMA, North Cotabato, Philippines

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### Introduction

- Predicament of labor and employment comprises most of the Out of School Youth (OSY) who are between the ages 15 and 24 who are not working and not in school.
- According to National Economic Development Authority in the Philippines, Coffee Crop production in the Province of Cotabato is increasing.
- Out of School Youth (OSY) group developed a competitive business plan to produce locally grown coffee named the "Native Coffee Prince".
- Though the business plan was well executive, it lacks consumer demand and product attribute preferences to guide the production of the coffee product.
- The UP/OAD (OR) for Mindanao conducted a market study to gather and evaluate data about the consumer's preference and purchasing power to assist the OSY business in developing the desired product for the consumers.
- The result of the study will guide the OSY to make strategic decisions pertaining to production and marketing.



### Discussion/Conclusion

1. Consumers mostly buy coffee in the grocery stores.
2. Attributes of coffee such as type, packaging, price and color, influence consumer's willingness to purchase coffee.
3. Among the four attributes, the attribute type significantly influenced the respondent's coffee buying decision.
4. There is a mixture of consumers' want in different packaging since the three classes preferred kinds of packaging differently.
5. Native Coffee has a price in the market segment because 28.3% of the respondents prefer it.

### Objectives

- To determine the best attributes of coffee product.
- To determine native coffee's market share.
- To evaluate the customer's satisfaction criteria.
- Propose strategic framework to assist OSY in gaining market share and profitability.

### Methodology

- This study used Conjoint Choice Experiment (CCE) to evaluate consumer preferences for coffee.
- With the help of a representative focus group, the most important attributes and levels of coffee that influence the purchasing decisions were determined (see Table 1).

Attribute	Level	Price	Package	Color
40 g/50 g	Instant Coffee	100%	Stand alone	White
100 g/200 g	Ground Coffee	100%	Stand alone	White
100 g/200 g	Instant Coffee	100%	Stand alone	White

Table 1. The attributes and levels of coffee used in survey.

- Conjoint Choice Survey Design was used to determine the consumer's preferences through a predetermined set of attributes and levels (see Table 1).
- Two hundred fifty (250) respondents were contacted for the face-to-face interview represented by adults aged 18 years and above.
- Sawtooth Software's Latent Class Analysis was applied to categorize participant responses into groups that display statistically significant attribute preferences of coffee.
- Correlate the socio-demographic and LCA results.

### Results



Figure 1 shows that 77% of the population were decision-maker in food spending.

Figure 2 shows that 71% of the respondents were married.

Figure 3 illustrates that consumers buy coffee in the grocery stores.

Three classes with distinct collected preferences was the output from latent class:

	Class 1	Class 2	Class 3
Class size	47.5%	28.3%	24.1%
Price	0.84%	0.2%	0.33%
Type	10.11%	11.14%	11.24%
Packaging	15.11%	3.73%	3.32%
Color	7.59%	34%	2.55%

Table 2a. Class size and comparative importance.

Table 2a. 2b. Significant test.

- Class 1 prefers decaffeinated coffee in foil paper.
- Class 2 orders ground instant coffee in a jar.
- Class 3 prefers decaffeinated coffee in composite packs.

Table 2b. Significant preferences for items and attributes by class. \* significant at the 0.05 level, \*\* significant at the 0.01 level. Items: not measurable. "+" positive preference, "-" negative preference.

### Recommendations

1. Evaluate the product in terms of substance and packaging.
2. Adjust market strategies particularly to the owners of grocery stores.
3. Product development through private-public partnership.

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# UPLOAD JOBS for Mindanao

## A Study to Determine the Preferences of Consumers for Peanut Butter Attributes in North Cotabato, Philippines

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### Introduction

The study aimed to determine important attributes and buying preferences of the consumers toward peanut butter in Cotabato, Philippines. The project was conducted to help the Out-of-School Youth (18-25 years old) under the University Partnership Linking Out-of-School Youth for Agricultural Development (UPLOAD) JOBS for Mindanao project funded by the USAID to develop and improve the products to ensure success when it is already available for the market. Although there were already studies conducted about peanut butter which is a very common product, it is still important to determine the preferences of buyers in a local market setting since preferences may differ from one market to another or from one location or country to another. These preferences will be considered by the OSY team in producing and marketing the product. The study will help the OSY gain a profitable, sustainable and competitive advantage for the product. Thus, increasing the business income and regional economic development.

### Objectives

Generally, the study aimed to determine the consumption preferences of the target market towards peanut butter. The specific objectives of the study were the following:

- To determine important attributes of peanut butter.
- To determine how important these peanut butter attributes are to the potential buyers.
- To determine how some social demographics such as age, gender and income affect consumer choices.
- To make a recommendation to the OSY on how to market their product.

### Methodology

- The survey was conducted in North Cotabato, Philippines specifically in the Municipality of Midsayap, one of the biggest municipalities in the province.
- The research method used was Conjoint Choice Experiment (CCE) for the survey design and logit regression to analyze the data collected.
- A representative focus group of eleven individuals (5 males and 6 females) who consume peanut butter was gathered together to discuss the product's important purchasing attributes.

Table 1 shows the important attributes of peanut butter and its levels

ATTRIBUTE	LEVELS
Price (Php/500g)	P10.00, P15.00, P20.00
Color	Light Brown, Brown, Dark Brown
Texture	Smooth, Medium, Chunky
Flavor	Sweet, Natural, Salty
Packaging	Glass Jar, Plastic Jar, Disposable Cup

Using Sawtooth Software, three survey versions were developed, each version having 12 sets of three profile choices.

After the survey design was completed, data were collected using face-to-face interviews from respondents who were selected randomly.

There were three versions of the survey since the number of possible profiles was numerous. Each version had 75 respondents with a total of 225 respondents for the entire study.

Table 2: Sample of the Choice Set of Product Profiles

ATTRIBUTES	OPTIONS		
	Choice A	Choice B	Choice C
Price (Php/500g)	10	10	20
Color	Brown	Dark Brown	Light Brown
Texture	Smooth (Fine)	Medium (Not so Fine)	Chunky (with chunks of nuts)
Flavor	Natural (no sugar added)	Salty	Sweet (sugar added)
Packaging	Glass jar	Disposable Cup	Plastic jar

### Results

One hundred percent (100%) of the respondents consume peanut butter.

Out of two hundred twenty five respondents, 134 were females or 61.3% and 87 were males or 38.7%.

Majority of the respondents were married, that is 75.56%.

There were five distinct classes identified from the Latent Class Analysis. The class model selection was based on the lowest BIC.

Class 1 (31.1% of the total respondents) gave importance to the texture, followed by flavor of the Peanut Butter. They want it to be smooth and prefer sweet flavor. They prefer to have it in a glass jar and willing to pay higher price. Class 2 (31.0%) was significantly influenced by the Flavor. They want sugar to be added making the peanut butter sweet.

Class 3 (14.7%) was significantly affected by the flavor, texture and container type. This class however, prefers salty and chunky peanut butter in a disposable cup.

Class 4 (23.0%) highly preferred flavor to be natural. They also prefer light brown color and in a plastic container.



Figure 1 shows that majority of the respondents (33%) purchase Peanut Butter once a month, 25% purchase once in a quarter, 20% purchase twice a week and 12% purchase twice a month.

Table 3: Segment Size and Estimated Parameters of Peanut Butter Attributes and Levels

Segment Size	31.1%	31.0%	14.7%	23.0%
Latent Class	Class 1	Class 2	Class 3	Class 4
Price (500g)	2.340*	-0.178	-0.878	1.854
Light Brown	0.551	0.946	0.940	2.101**
Brown	-0.346	0.396	-0.172	0.112
Dark Brown	-0.250	-1.332	-0.790	-1.982**
Smooth (Fine)	12.023**	0.477	-4.903*	0.396
Medium (not so fine)	-3.345*	-0.503	-3.373*	1.051
Chunky (with chunks of nuts)	-6.423**	0.039	8.338**	-1.628
Sweet (sugar added)	3.372*	22.077**	-6.211**	7.242**
Salty	-4.754*	3.623**	13.000**	-5.472**
Natural (no sugar added)	1.825*	3.923**	-0.039**	15.909**
Glass jar	1.621**	3.311*	1.966*	2.771*
Plastic jar	0.064	-1.430	-0.530	-2.277*
Disposable cup	3.181*	1.868*	2.811*	0.645

\* Significant at the 0.05 level, \*\* Significant at the 0.01 level

### Conclusion

The results showed that producers of peanut butter must focus on the flavor and texture of peanut butter since there seems to be niche markets to capitalize on while being competitive. For peanut butter-consuming consumers, price is not a factor. They are willing to pay more to get the peanut butter they want which is smooth, sweet in a glass jar.

### Recommendation

In order for the Peanut Butter product of the OSY to be successful, the flavor must be sweet, texture must be smooth, and in a glass jar since this is what the consumers prefer to buy.



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# Consumer Preferences For Virgin Coconut Oil (VCO) in Midsayap Cotabato, Philippines: A Reference In Forming Small -Scale Regional Industry

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## INTRODUCTION

Coconut oil is an edible oil, rich in short and fatty acids, in the Philippines, coconut oil used as cosmetics especially for the hair and skin, used as medicines, it can lower cholesterol level, good for the heart, and used also for cooking. Virgin Coconut oil is extracted from the fresh coconut meat, milk or residue.

A business plan on how to make Virgin Coconut Oil was submitted by the Out of School Youth thru UPLOAD JOBS for Mindanao, a USAID funded project aimed at enhancing rural livelihoods in Mindanao.

From this research was conducted determining the attributes and its levels preferred by the VCO consumers which could be significantly important considerations for a viable VCO small scale industry.

## OBJECTIVES

- Determine the consumer preferences of VCO in Midsayap Cotabato, and surrounding communities in the Philippines
- find out what VCO attributes are preferred by the consumers;
- which attributes contribute the most to their decision making.

## METHODOLOGY

- A focus group discussion was conducted, Eight females and four males who were VCO users were asked for their preferred attributes and levels.

### ATTRIBUTES AND LEVELS OF VCO

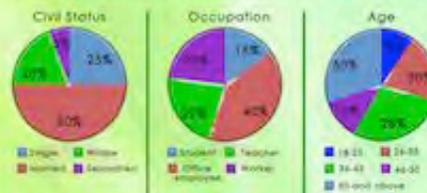
Attributes	Price/150 ml	Container Type	Source	Users' Preference
Levels	100PHP	Spray bottle	Mindanao	Cosmetic
	140PHP	Four bottle	Manila	Food Preparation
	180PHP		Import	Health

- Likertain software was used to design the four versions with 12 sets of profile choices in each version. Conjoint Choice Experiment was used to design and complete the survey.

- Survey questionnaires among 200 randomly selected respondents (students, employees and homemakers- all above 18 years old). Data Analyzed using latent class analysis.

## DEMOGRAPHY

Study Population Profiles of 200 Respondents



## RESULTS

Segment Size	89.5%	10.5%
	Class 1	Class 2
Price/150ml	-1.271**	-0.772**
Spray Bottle	2.448**	2.768**
Four Bottle	-2.640**	-2.960**
Mindanao	13.043**	2.991**
Manila	-6.460**	-1.405
Import	-4.974**	-1.551
Cosmetic	4.351**	2.485**
Food Preparation	-4.179**	0.159
Health	0.300	-2.781**

Class 1 (89.5%) was significantly affected by all the attributes except for using it for health reasons. Consumers preferred low price, spray bottle as container and the supply of the VCO must be from Mindanao. Their preferred use of VCO is as cosmetic.

Class 2 (10.5% of population) consumers preference were significantly affected by such attributes as low price, in a spray bottle, locally produced in Mindanao and for cosmetic use.

## CONCLUSION

- Certain attributes of virgin coconut oil, such as price, container, source and users' preference influenced consumer's willingness to buy the products.
- VCO production could be a good income-generating venture.
- If there is a good demand of the product, good supply of materials and availability of the products, the business is most likely to prosper.

## RECOMMENDATION

- Develop and produce a line of VCO cosmetic products;
- Develop and improve VCO cosmetic product packaging like the spray bottle that indicates benefits and instruction of usage;
- Strategize product that is affordable to users.

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## ACKNOWLEDGEMENT

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# Consumer Preferences and Willingness to Pay for Banana Chip in Cagayan de Oro, Philippines.

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## Introduction

The issue of unemployment of out-of-school youth (OSY) is getting more and more attention in Mindanao, Philippines. Only 52% young adults (15-24) registered in secondary school which cause unemployment rate to increase to 21%. Entrepreneurship with added value agricultural product can create jobs for OSY and enhance their income. The study is a part of the USAID funded UPGRADE JOBS project, helping to enhance rural workforce development in Central Mindanao. One team of five OSYs, who participated in the entrepreneurship training of UPGRADE JOBS, proposed banana chips as a potential product with high demand in urban areas. In order to ensure successful product development, knowledge of consumer preferences is necessary. These findings can guide the producers to produce banana chips with the most desirable attributes at the most competitive price, and also help to improve the producer's income and the region's agricultural economic development.



## Objectives

The purpose of this study is to determine consumer preferences and willingness to pay for banana chips in Cagayan de Oro, Philippines. Specifically,

- Determine the attributes and levels of banana chip products
- Figure out which types of banana chips are preferred by consumers and their relative importance
- Calculate the willingness to pay for the preferred banana chip attributes

## Research Methods

- Conjoint Choice Experiment (CCE) was used to design the survey questionnaire (Figure 1) and Latent Class Analysis (LCA) was used to analyze the data.
- CCE is based on the idea that products can be defined by its attributes and characteristics (Table 1).
- The survey questionnaire include: 1. introduction of the purpose of survey. 2. conjoint choice profiles questionnaire which consisted of 12 questions (Table 2). 3. social demographic questions
- 200 respondents were asked to complete the questionnaires in four different locations in the Cagayan de Oro (Philtown Hotel, the City Park, the LimKetkai Mall and the Cogon public market).

Figure 1. The five steps of CCE

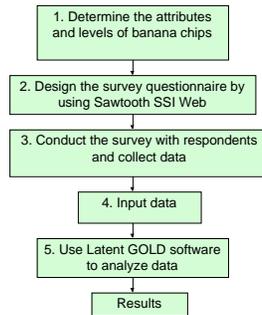


Table 1. The attributes and levels of banana chips

Attributes	Price	Flavor	Shape	Color
Levels	10 PHP/60g	Natural/plain	Circle	Brown
	20 PHP/60g	Sweet	Oval	Light Brown
	30 PHP/60g	Cheese		
		Sesame		

Table 2. An example of one of the survey questions

If these were your only options, which would you choose? (A, B or C)

Attributes	Choice A	Choice B	Choice C
Price (Php)/60g	30	10	20
Flavor	Sesame	Natural/Plain	Sweet
Shape			
Color	Light Brown	Brown	Light Brown

V1.01

## Results

The survey respondents comprised of more single people 18-24 year old than the population in Cagayan de Oro. This could be expected for snack food as a literature review showed young people buy snacks more frequently than other age groups. Using Latent Class Analysis, results showed four different classes of consumers.

	Class 1	Class 2	Class 3	Class 4
Class size	47.42%	21.30%	17.90%	13.38%
<b>Attributes</b>				
Price	<b>WTP Less</b>		WTP Less	WTP More
Flavor	Natural (-) Sesame (+)	<b>Cheese (-)</b> Sesame (-)	<b>Cheese (+)</b> Natural (-)	<b>Cheese (-)</b> Natural (+)
	Sweet (+)	<b>Sweet (+)</b>	<b>Sesame (-)</b>	<b>Sweet (-)</b>
Shape	Circle (-) Oval (+)	Circle (-) Oval (+)	Circle (+)	Circle (-)
Color				Oval (+)
<b>Covariates</b>				
Age	Younger			Older
Education	Secondary & below (+) Other (Ex.:Trades sch.) (-)		Secondary & below (-)	
Marital Status			Married (+)	
Sex		Female (+) Male (-)		

Note: \*Table shows significant attributes for each class of consumers: (+)like, (-)dislike.

\*\*Bolted attributes are considered most important attribute in respondents' decision based on relative importance.

\*\*\*WTP: Willing to pay

With the estimated parameters and importance of attributes, this study calculates that the consumers in Class 1 are willing to pay about 1.04PHP and 0.95PHP more for sesame and sweet flavor, and 1.14PHP more for oval shape. The consumers in Class 3 are willing to pay 9.71PHP and 12.80PHP to switch from natural flavor to cheese flavor and from sesame flavor to cheese flavor, respectively.

## Conclusions

- Price is important to 78.7% of total respondents and 65.32% of respondents prefer lower price.
- 100% of respondents consider flavor and shape of banana chips as important attributes.
- Over half of respondents prefer sweet flavor.
- The color attribute of the banana chips was not important.
- Younger respondents prefer sesame and sweet flavor and oval shape of banana chips.
- Older respondents prefer natural flavor and oval shaped chips.
- Female respondents prefer sweet flavor and oval shaped chips.
- married respondents are willing to pay more money for cheese flavor and circle shape of banana chips.



## Future Implication

- Producers should target their markets and make chips according to the demographics.
- Producers should sell banana chips for a competitive price for profit maximization.
- This research can help the OSY's company thrive and contributes to the economic growth of Mindanao.

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## **Consumer Perspectives on the Important Attributes of Peanut Butter: The Case of North Cotabato, Philippines**

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## **PROBLEM STATEMENT**

Philippines is known in the world as a developing country. It has a total land area of 300,000 square kilometers. Out of this, 46% are devoted to agriculture. Unemployment is prevalent in many parts of the country particularly in areas where the agricultural sector continues to play a dominant role including Mindanao. It is seen by many as one of the causes of poverty. The economy now has a total number of 2.9 million unemployed Filipinos of which 51% of them belongs to the youth group. Unemployment is getting younger and younger. Unemployment is largely concentrated among young workers (aged 15-24 years old) which in 2010 comprised more than half (1.460 million or 51.1%) of the total unemployed(DOLE, 2010). This resulted to an unemployment rate of 17.6% which was more than twice the national rate. As of the end of the third quarter of 2013(2014), the unemployment rate was 19.2%. Although this number has gone down when compared to the previous year's unemployment rate of 22.7, it is still evident that many are jobless. The National Census Commission(2010) reported that 46% of the unemployed individuals are high school graduates and undergraduates, 15% are elementary undergraduates and graduates. Many parents cannot afford to send their children to school. They do not have the financial capacity to support even the basic needs of their family. Thus, from parents who are poor, unfortunate and unemployed come children who are also poor, unfortunate and unemployed. It is a continuous effect that it not to be given adequate attention and suitable solution will be forever a problem to the society(DOLE, 2011). To help address the problem of unemployment in Mindanao and as a manifestation of being an institution that is responsive to the needs of the community, Southern Christian College in Midsayap, North Cotabato, Philippines entered into a partnership with the University of Hawaii at Manoa in implementing the project called UPLOAD(University Partnership Linking Out-of School Youth Through Agri-Entrepreneurship and Development) JOBS for Mindanao. This partnership intends to contribute to the region's agricultural economic development and social prosperity, and sustainably improve the livelihood and increase income of Central Mindanao's community and out-of-school youth. Out-of-School Youths (OSY) are given the opportunity and skills to create agri-entrepreneurial activities and are given opportunity to engage in a small business. One of the businesses chosen by an OSY is the production of peanut butter because the supply of peanuts is abundant in the region and there is also an increasing demand for peanut butter among consumers. Filipinos love to eat sandwiches with peanut butter as filling although bread is not so important as rice. By engaging in this business activity, out-of-school youths can earn income thus helping their parents improve their livelihood and economic status in life. In order to discover the preferences of consumers toward peanut butter product, the researchers conducted a study on *Consumer Perspectives on the Important Attributes of Peanut Butter*. The study was conducted in North Cotabato, Philippines. Knowing these preferences will help improve their businesses, gain competitive advantage, increase profitability and ensure sustainability.

## **OBJECTIVES**

Generally, the study aimed to determine the perspectives of potential target market towards peanut butter in North Cotabato, Philippines. It also aimed to give some recommendations to the peanut butter producers on how to make strategic decisions for their businesses to be competitive. Furthermore, it was the objective of the study to answer the following questions:

1. What attribute level of peanut butter is preferred by the consumers in terms of texture, flavor, packaging, price, and size?
2. What is the socio-economic profile of the consumers in terms of age, gender, educational attainment, employment status?

## **PROCEDURES/METHODOLOGY**

The researchers used conjoint analysis in determining the attributes and level preferences of consumers toward peanut butter product. Conjoint analysis has been widely used in consumer marketing and is especially appropriate for evaluating hypothetical products or attributes. The conjoint analysis methodology is ideal for use with Lancaster demand studies because it rests on the premise that consumers value products based on their valuation of the products' attributes (Baker, 2010).

The first step in the conjoint choice experiment is the selection of peanut butter attributes to be included in the study. These attributes were determined through a representative focus group of eleven individuals, 5 males and 6 females. The focus group was composed of faculty, businessmen and entrepreneurs who consume peanut butter. Each participant was asked to identify the attributes and how the attributes influence his/her buying behavior. Five attributes were identified by the focus group. These were the texture, flavor, package, price and size. Literature review was also done to help determine product attributes.

The second step is the selection or assignment of levels for each attribute. Three levels for texture were selected by the focus group, smooth(fine), medium(not fine), and chunky(with chunks of nuts). Sweet, natural, and salty were the levels for flavor. Glass jar, plastic jar, and disposable cup were the levels chosen to represent packaging. The different levels of price were determined based on the existing prices for a certain size in the grocery stores. Available sizes are 170 grams or 6 ounces and 340 grams or 12 ounces for a price ranging from Php80.00-120.00.

The third step in the conjoint choice experiment is the creation of choice sets. Using Sawtooth Inc. SSI Web, two survey versions, each version having 12 sets of four profile choices were developed.

The survey was conducted in North Cotabato, Philippines in November, 2014. The location was chosen to be the survey site simply because it is close to the target customers and the source of raw materials. Face-to-face interview was used to gather data with 250 respondents who were all 18 years old and above, consumers of peanut butter and responsible in making decisions for food purchases in the family. The survey instrument has three parts excluding the cover page, which provides information about the survey to be conducted. In the first part, respondents were asked to answer some questions like whether they consume peanut butter or not, whether they would prefer to buy peanut butter produced by an OSY or whether they are 18 years old or over. The conjoint choice profiles questionnaire with 12 sets was the second part followed by the socio-economic background in the last part of the survey.

Data Analysis is the last step in the conjoint choice experiment. After the data was collected, Latent Class Analysis(LCA) was used to analyze with Sawtooth Software. LCA was used to categorize the responses of the respondents into groups and display estimated parameters of the peanut butter attribute levels.

### Socio-Demographic Profile of Respondents

The demographic profile of the 250 respondents include the gender, civil status, highest level of education attained, and annual household income

- 1.1. Out of 250 total respondents, 92 were male or 37% and 158 were females or 63%.
- 1.2. Seventy seven(77) of the respondents were single, one hundred sixty seven(167) were married and six(6) were widow/widower.
- 1.3. The respondents of the survey have attained varied levels of education. 39.2% graduated college, 25.6% graduated high school, 23.2% attended college, 4.8% attended high school, 4.4% graduated primary, 2% have post-graduate degrees and .08% attended primary.
- 1.4. As to annual income per household, 59 or 23.6% of the respondents indicated that their maximum income is Php50,000.00, 83 or 33.2% with income from Php50,001.00-Php100,000.00, 36 or 14.4% with income from Php100,001.00-Php150,000.00, 31 or 12.4% with income from Php150,001.00-Php200,000.00 and 16.4% or 41 respondents with income from Php200,001.00 and above.

## RESULTS

Data collected were analyzed using the Latent Class Analysis. Up to five-segment models were tested but the model with four segments has the lowest BIC and was chosen for analysis. Below is a table showing the details of the model:

Table 4: Part Worth Utilities of Four-Segment Model

	<b>Segment 1</b>	<b>Segment 2</b>	<b>Segment 3</b>	<b>Segment 4</b>
<b>Segment Size</b>	<b>61.6%</b>	<b>21.4%</b>	<b>10.4%</b>	<b>6.6%</b>
Smooth(fine)	-0.21356	*0.81163	*0.59470	*0.61864
Medium(not so fine)	0.06519	-0.41525	-0.79749	-0.09324
Chunky(with chunks of nuts)	*0.14837	-0.39638	0.20279	-0.52540
Sweet	-0.01437	*0.28745	**2.92012	-0.93561
Salty	*0.01196	-0.48263	-2.20471	-1.81899
Natural	0.00241	0.19517	-0.71541	**2.75460
Glass Jar	*0.10546	-0.04889	0.10729	-0.02566
Plastic Jar	-0.02732	-0.02021	*0.50856	*0.18026
Plastic Disposable Cup	-0.07814	*0.06910	-0.61584	-0.15459
170 grams(6 ounces)	*0.05293	-0.11109	-0.41537	-0.42189
340 grams(12 ounces)	-0.05293	*0.11109	*0.41537	*0.42189
Price(Php)	0.00471	-0.33596	-0.02582	-0.02966

\* Significant at the 0.05 level, \*\* significant at the 0.01 level

Segment 1 (61.6% of the total respondents). This segment is significantly influenced by the texture. They are most likely to buy chunky peanut butter in a glass jar. They do not care about the flavor, and the price. They are also significantly affected by the size of the product.

Segment 2 (21.4% of the total respondents). Just like segment 1, this segment also gave high importance to the texture. They want it to be smooth. The flavor that they prefer is sweet, they don't like salty. They are not influenced by the packaging materials. They want to buy in large size and are willing to pay higher prices in order to get the peanut butter that they want.

Segment 3 (10.4% of the total respondents). This segment prefers sweet peanut butter and is significantly affected by the texture, packaging, and size of the product. Most likely, they will buy peanut butter that is smooth in terms of texture, the flavor is sweet in a 340 grams or 12-ounce plastic jar.

Segment 4 (6.6% of the total respondents). This is the smallest segment in the four-class model. They prefer to buy peanut butter that is natural in flavor; they not care about the packaging, the texture and even the size.

## **CONCLUSION**

The result of the survey showed that consumer buying behavior towards peanut butter is highly influenced by several factors such as price, flavor, texture, and package and size. Consumers give high importance to the texture and packaging. Manufacturers specifically the local ones must focus on the texture and flavor of peanut butter since these are what the consumers want. They are willing to pay more to get the peanut butter they want which is chunky and in a glass jar. There seems to be niche markets to capitalize on. For peanut butter consuming customers, price is not a factor and the respondents are willing to pay more to get the peanut butter they want.

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**Preferred Type of Presentation:** Paper Presentation

**A Study to Determine the Consumer Demand for Coffee Attributes in Region XII, Mindanao, Philippines**

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## **Problem Statement**

Having abundance of natural and built resources are just the reasons why Mindanao claims the title “Land of Promise”. However, in spite of the abundant resources there is still high unemployment and poverty. The latest official poverty statistics released by the Philippine Statistics Authority–National Statistical Coordination Board (PSA-NSCB) revealed that in 2012 an individual living in Region XII needed at least P18,737.00 to provide for his/her food and non-food basic needs. This translates to P51.00 daily or about P1,562.00 monthly. A family with five members in Region 12, must therefore earn at least P257.00 per day or P7,807.00 monthly to provide for its daily nutritional sustenance and other non-food basic requirements. Undoubtedly, one of the major causes of poverty crisis is unemployment and underemployment. According to the April 2011 Labor Forces Survey in Mindanao, it showed that unemployment rate is 4% of the population, unfortunately, underemployment rate also is 19.9% (NEDA XII, 2<sup>ND</sup> qtr 2014). The age group that suffers most from unemployment is the young, those in the ages of 15 to 24 years. They account for half of all unemployed workers in the labor force.

The statistical report motivates the Government and Non-Government Organizations work together to address the economic disequilibria. UPLOAD JOBS for Mindanao (University Partnership Linking OSY to Agri-Entrepreneurship and Development to promote Job Opportunities for Business Scale-up in Mindanao) was just one of the government-partner NGO concerned to address alternate employment strategy generation effort. Through Agri-Entrepreneurship training conducted, funded by USAID under the project UPLOAD JOBS for Mindanao, the OSY group from Malapang, Aleosan developed a competitive business plan and made the initiative to produce locally grown coffee. However, though the business plan was well executive, it lacks consumer demand and product attribute preferences to guide the production of the coffee product. Furthermore, the UPLOAD JOBS for Mindanao conducted a market study to gather and evaluate data about the consumer’s preference and purchasing power to assist the OSY business to develop the desired product for the consumers. Knowing this information will guide the OSY to make strategic decisions particularly to innovate the product value component. Market study will provide great opportunity for the group to stabilize their financial plan. Eventually, the OSY would have concrete conviction about the economic efficiency the business could possibly provide.

## **Objective**

The goal of this study is to assist the coffee producers particularly the Out of School Youth to produce product preferred by consumers of coffee that would eventually further their interest as entrepreneurs by earning high revenue and profitability. The main objectives include:

1. To determine the best attributes of coffee product.
2. To evaluate the customer’s needs and their satisfaction criteria.
3. Calculate willingness-to-pay (WTP) for coffee. *Conjoint Analysis*

This study used Conjoint Choice Experiment (CCE) to evaluate consumer preferences for the coffee.

## **Methods**

### *Conjoint Analysis*

This study used Conjoint Choice Experiment (CCE) to evaluate consumer preferences for the jam. Conjoint choice experiment is widely used by market researcher as a statistical technique to determine how people value different features that make-up an individual product.

Conjoint choice was chosen because there are measurable tradeoffs the respondents choose by selecting one attribute over another. This allows the design set of attributes to mimic a change in the product. Price is a considerable attribute which can be utilized in conjoint choice because it allows for an estimation of monetary values. The additional attributes can be quantified based on the respondents' choices. Conjoint Choice does not use a rating or ranking system of ten or twelve profiles, rather a tradeoff selection of three profiles, which keeps the respondents' interest and attention.

### *Selecting Attributes and Levels*

A literature review of coffee's attributes and market studies was conducted. In addition, with the help of a focus group from and among the authors and researchers, the most important attributes of coffee that influence the purchasing decisions on coffee was determined. These coffee attributes were: (1) texture, (2) taste, (3) manufacturer, and (4) price. With the attributes identified, the levels for each attribute were also determined by the focus group. Type, taste and color levels were based on literature reviews and the focus group discussion, and the price levels were determined based on the prevailing market prices.

### *Creating Surveys*

The next step is to design the Conjoint Choice survey. Because there are four attributes with two to three levels, the number of profiles totals 54. In order for respondent to systematically evaluate the 54 profiles, Sawtooth Software was used to design 12 sets with 3 product profiles of varying levels of attributes. Respondents were asked to make tradeoffs between the bundled variations referred to as "profiles"

### *Collecting Data*

The questionnaire has three sections. The first section consists of background, the second is the conjoint choice profiles questionnaire which consisted of 12 choices and the third section includes socio-economic background questions.

To collect the CCE data, the surveys were conducted using face-to-face interviews in different municipalities of Region XII in Mindanao, on November, 2014.

### *Data Analysis*

The last step of CCE is to analyze data by using Latent Class Analysis (LCA). The LCA is an approach that allows us to classify the data of coffees' preferences or respondents into distinct groups. (Greene and Heshner 2003; Milon and Scrogin 2006) We use LCA to categorize participant responses into groups that display statistically significant attribute preferences of coffee.

## Results

### *Socio Demographic*

Socio-demographic profile of the 250 respondents was gathered, respondents are evenly divided by male and female. Primary consumers of coffee belong to ages 26 to 55 verified by 65.6% of the total respondents. 54.62% of the respondents' household earn monthly income below 5,000 and 36.13% earned between 5,001php to 15,000php.

### *Utility levels*

The latent class analysis identified three distinct classes using Sawtooth Software. The class model selection is based on the lowest CAIC. Class 1 has 22.60% , Class 2 has 8.50%, Class 3 has 30.30%, Class 4 is 28.80% and Class 5 has 9.70% of the study population.

The results are presented in Table 4 and Table 5.

<b>Class Sizes</b>	<b>30.30%</b>	<b>28.80%</b>	<b>22.60%</b>	<b>9.70%</b>	<b>8.50%</b>
Granule				_**	
Fine Ground				+**	
Light	+**	+**	+*		_**
Medium	_*	+**			_**
Strong	_**	_**			+**
Local	_**	+**			
Abroad	+**	_**			
Price (4 ounces)		_**	_**		

Table 4. Segment size and T-ratios of Coffee attributes and levels  
Sign shows the preference direction. Blank-non-preference  
\* significant at the 0.05 level and \*\* significant at the 0.01 level

Class 1 (22.6% of the population) is significantly affected by the attributes of taste and highly significantly affected with price. Consumers preferred light coffee at competitive prices.

In Class 2 (8.5% of the population) is highly significantly affected by taste and does not significantly affected by other three attributes. The group highly prefer strong taste of coffee and highly do not prefer light and medium.

Respondent in class 3 (30.3% of the population) is significantly affected by taste and origin (manufacturer) of coffee. The group highly preferred strong and imported coffee and highly do not prefer locally made light coffee.

Class 4 (28.8%) is highly significantly affected by taste, place of origin and price. The group highly prefer light and medium taste coffee and highly does not prefer strong coffee. The figure shows also that class 4 highly prefer locally made coffee rather imported coffee.

The group in class 5 (9.7% of the population) are highly significantly affected by texture. Consumers in this group prefer fine ground coffee and highly does not prefer granule coffee.

Texture	4.59	0.41	11.44	0.01	12.57
Taste	9.01	85.88	64.32	13.67	85.70
Manufacturer	6.05	7.02	22.25	65.52	1.06
Price (4 ounces)	80.35	6.67	1.99	20.80	0.66

Table 5. Coffee Attributes Importance

Table 5 will show how each classes are affected among the identified attributes. The first group value price as the most important attribute, class two, three and fifth are greatly affected by the taste of coffee, consumers in class four buying decision is influenced about the origin of coffee.

### Willingness to Pay (WTP)

Willingness to Pay (WTP) is one method researchers use to determine the price of a product. The method determines the price which consumers are willing to pay for a product. Implicit prices are used and can be determined using the ratio of the price attribute coefficient to the difference of the coefficients of the attribute levels of interest.

In Class 2, a consumer will pay 1.23 pesos more for light over strong. These estimations can be given to producers and, for example, if a producer can adjust the product to create the taste light at less than 1.23 pesos, the producer will make a profit. If the producer is not able to produce for that price, it is not feasible for them to make the product.

### Conclusion

Among the attributes, the taste and the price carries major weight in buyer's purchasing decision. In that case, in order for coffee to be price competitive, production has to consider taste. Analysis of this well undertaken market research using conjoint choice experiment illustrates that consumers prefer light coffee over medium and strong coffee. Their willingness to pay is about 1.23 pesos substituting light over strong. Clearly the amount willing to pay for preferred attribute such as strong to light is very low and if producers are already making a high profit margin, the variable costs of making it light is not pervasive to affect the manufacturing costs of coffee. There are consumers who are not affected with price and these are buyers of imported coffee. However, whether coffee is produced locally or abroad producer need to pay attention with its taste. Furthermore, other strategies to consider are selling the jam at different sizes such as 25 grams and different prices at different market outlets. The results and recommendations will be presented to the OSY and application can be an opportunity for them to develop the coffee imperative to its value addition. These value addition activities can increase market recognition of coffee and enhance their chances of success at being an entrepreneur. Moreover the implications of this study can enhance farmer's income, regional development and employment.

*The Authors' preference for presentation is as symposium paper.*

**Title: Consumer preference for handcrafted soaps made from fruit waste products in North Cotabato, Philippines**

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## **Problem Statement**

Fruit and vegetable crops comprise a large and vibrant sub-sector in the Philippine agriculture (Briones, 2009), yet market changes can create a surplus of valuable crops and result in negative economic impacts for small-scale farmers. One of these crops is calamansi (*Citrofortunella microcarpa*), a major fruit crop grown by farmers in North Cotabato, Philippines. Different environmental circumstances can drastically affect the price of calamansi. The Bureau of Agriculture and Statistics (BAS, 2013) recorded a 21% drop in calamansi price due to smaller fruit sizes. This common scenario during harvest season will force the farmer to sell their produce at a very low price or opt to not harvest their crop at all. Instead of harvesting, the farmer will let the fruit ripen in the tree rather than spending money on harvesting and transporting their produce to not make a profit.

Wasted crops have detrimental impacts on local economies in a region of the Philippines that is stricken with conflict and high underemployment. North Cotabato province located on Mindanao Island is considered to be Mindanao's bread basket. In spite of the agricultural abundance, Mindanao Island has one of the highest underemployment rates in the Philippines. The majority of the underemployed are out-of-school youth (OSY) between the ages of 15-30 years. Upgrading fruit and vegetable waste to added-value products can be a viable economic alternative for OSY from North Cotabato.

Globally, possibilities to utilize or recycle vegetable and fruit waste products are not well developed (Laufenberg, 2003). There are multiple functions of the vegetables and fruits we consume which can be transferred to other products. In order to address the present problem of fruit and vegetable waste while alleviating the economic status of OSY and farming communities in North Cotabato, Philippines, an OSY run soap production microbusiness is interested in producing soap out of tomato and calamansi. Both fruit products produce waste in their communities. Both fruits are also known to be a skin lightening agent, so the soaps may gain traction in local and regional markets as beauty soaps. Market research is needed to determine if calamansi and tomato soaps are viable alternatives that utilize waste products while enhancing local economies in Mindanao.

## **Objectives**

The goal of this study is to provide valuable market information for soap producers that will also add to the body of research on marketability of upgraded vegetable and fruit waste products. The main objectives are:

1. Define attributes and levels of hand-crafted soap products, with a focus on calamansi and tomato soaps;
2. Use Conjoint Choice Experiment (CCE) to determine consumer preferences for each of the attributes
3. Calculate Willingness-to-Pay for calamansi and tomato soaps products

## **Methodology**

The consumer preferences for handcrafted soaps in North Cotabato Philippines were determined by using Conjoint Choice Experiment (CCE) and analyzed through Sawtooth Latent Class. CCE is widely used by market researchers as a statistical technique to determine how people value different features that make up an individual product. It lets the respondents choose their most preferred option among the alternative products in the hypothetical shopping scenarios. The choice profile questions are referred to as "tasks." Each task provides the respondent with three concepts of handcrafted soap.

For this study, CCE was chosen because: 1) only one concept needs to be selected among 3 concepts when answering each task; 2) CCE shows the probabilities of consumers' choices directly, while conjoint rating/ranking experiments convert the ratings of consumer preferences into choice probabilities by using methods, such as maximum utility, etc. (Karniouchina and et al. 2009); 3) CCE can use fractional factorial design for allowing respondents focus on a subset of all possible combination of attributes, rather than show all possible alternatives which may be too many for respondents to answer in the limited time (Orme, 2006). CCE also has some disadvantages: 1) respondents may use simplification strategies when answering the survey questions, if there are too many concepts in each task; 2) if there are too many tasks and respondents have to answer them repeatedly, respondents may have no patience and give answers without consideration. To avoid these two disadvantages and reduce bias, the 3 concepts per task and 12 tasks for one respondent were designed for this study.

The five steps of CCE method and data analysis for handcrafted soap in North Cotabato, Philippines are the following:

1) The first and second steps are to determine the attributes and levels of handcrafted soap. These attributes and levels were determined by focus group discussion, literature review, and local market information.

**Table 1. The attributes and levels of handcrafted soaps**

	Attributes				
	Type	Form	Size	Brand	Price
Levels	Tomato	Glycerin (clear)	3 small bars (40 g each)	National	65 Php
	Calamansi	Oil-based (not clear)	1 large bar (120 g)	International	80 Php
	Regular (nothing added)			Local Artisan	100 Php

2) Designing the choice profile questions and survey questionnaire is the third step of the CCE. Using Sawtooth Inc. SSI Web to design the four versions of the choice profile questions, so that each version has 12 tasks and each task has three concepts randomly combined using varied attribute levels. For the survey questionnaire, the three sections of the introduction, the choice profile questions, and socio-demographic questions were included.

3) The fourth step is to administer the survey and collect data in the study area. The 250 respondents were asked face-to-face to complete the surveys in six different locations in North Cotabato, Philippines last November 19-20th, 2014. These six locations are in the municipalities of: the first districts of Libungan and Midsayap; the second districts of Kabacan, Makilala, and Matalam; and the third district of the City of Kidapawan.

4) The final step of CCE is to analyze data by using Sawtooth Latent Class software based on Latent Class Analysis (LCA). The LCA is an approach that sorts the survey data of consumer preferences for the handcrafted soap into distinct groups (Greene and Hensher 2003). The equation (1) shows the relationship between the respondents' choices and the attributes of different levels.

$$P(i/C) = f(PR_{in}, T_{in}, F_{in}, S_{in}, B_{in}) \quad (1)$$

**Equation 1. Relationship between Respondents' Choices and Attributes**

Where P (i/C) is the respondent's choice of profile i, C is all the profiles in the choice set, n is the number of respondents, PR<sub>in</sub> is the levels of price, T<sub>in</sub> is the levels of the type of soap, F<sub>in</sub> is the levels of form of soap, S<sub>in</sub> is the levels of size, and B<sub>in</sub> is the levels of brands of soap.

## Results

### *Socio-Demographic Results*

Table 2 shows the respondents profiles according to their gender, marital status, and age compared to North Cotabato Province population profile.

**Table 2. Socio-demographic of the survey respondents (Gender, Marital Status, and Age)**

	Description	Respondents (over 18)	North Cotabato Province population 2010
<b>Gender</b>	Female	55.2%	48.5%
	Male	44.8%	51.5%
<b>Marital Status</b>	Married	59.2%	48.8%
	Single	39.2%	43.1%
	Others	1.6%	8.1%
<b>Age*</b>	18-24	24.4%	17.4%
	25-39	41.6%	39.7%
	40-59	26.8%	32.2%
	60 and over	7.2%	10.7%

- \*Percentage estimated by controlling for the exclusion of the under-18 age group to allow comparison to 100% of the sample
- Source: National Statistic Office. (2013). Recorded Population of Cotabato (North Cotabato) Reached 1.2 Million (Results from the 2010 Census of Population and Housing. Reference Number: 2013-134. Retrieved from <http://census.gov.ph/content/recorded-population-cotabato-north-cotabato-reached-12-million-results-2010-census>

### *Conjoint Choice Experiment Results*

Data from 250 respondents were analyzed using Sawtooth Latent Class software. The 4-class model was chosen as an optimal number of classes, because of the lower Consistent Akaike Information Criterion (CAIC) value, and also the 4-class results are more interpretable. Table 3 shows the part-worth utility value of each level for handcrafted soap in the 4-class model.

**Table 3. Part-Worth Utility Table of the 4-class Model**

	Class 1	Class 2	Class 3	Class 4
<b>Class Sizes</b>	6.9%	12.7%	56.3%	24.1%
<b>Type</b>				
Tomato	**1.75	-0.04	**-.020	**-.1.68
Calamansi	**-.0.99	0.03	**0.10	**2.41
Regular (Nothing Added)	**-.0.77	0.01	**0.09	**-.0.73
<b>Form</b>				
Glycerin (Clear)	-0.08	*-.0.23	-0.04	0.07
Oil Based (Not Clear)	0.08	*0.23	0.04	-0.07
<b>Brand</b>				
National	**-.0.61	0.22	0.06	0.08
International	**1.48	**-.0.40	-0.04	0.02
Local Artisan	**-.0.87	0.18	-0.02	-0.10
<b>Size</b>				
3 Small Bars (40g Each)	0.08	**-.0.30	-0.00	**-.0.28

1 Large Bar (120g)	-0.08	**0.30	0.00	**0.28
<b>Price (Php)</b>	-0.09	** -2.07	** -0.13	** -0.62

Note: \*\* significant at 0.01 level, \* significant at 0.05 level.

**Table 4. Relative Importance of Attributes of Handcrafted Soap**

Attributes	Class 1	Class 2	Class 3	Class 4
<i>Type</i>	<b>49.08%</b>	1.31%	<b>41.29%</b>	<b>65.87%</b>
<i>Form</i>	2.93%	7.67%	10.39%	2.17%
<i>Brand</i>	41.95%	10.65%	13.11%	2.98%
<i>Size</i>	2.90%	10.28%	0.04%	8.89%
<i>Price (Php)</i>	3.14%	<b>70.10%</b>	35.18%	20.10%

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**Comment:** Should add relative importance table for the attributes? And illustrate the important attributes when interpreting the results for each class?

Class 1 is the smallest group which contains 6.9% of respondents. This group highly prefers tomato soap, but not calamansi or regular soap. They don't prefer glycerin form of soap, and would prefer an international brand. They do not like national or local artisan-made soaps. The most important attribute of Class 1 is type of soap and followed by brand.

Class 2 has 12.7% of survey respondents; this class does not significantly prefer any type of soap. They prefer oil rather than prefer glycerin. They do not like international brands, but do not show a significant preference for national or local artisan brands. They prefer buying one large bar (120g) and do not prefer buying 3 small bars (40g each). They chose price as the most important attribute and prefer lower price.

Class 3 has the largest number of respondents which is 56.3%. They highly prefer calamansi and regular soaps, but do not prefer tomato soap. They prefer a lower price. For this class, they care more about type of soap and price attributes rather than form, brand, and size of soap.

Class 4, which has 24.1% of respondents, highly prefers calamansi soap and does not prefer tomato soap or regular soap. They also prefer purchasing one large bar rather than prefer 3 small bars. They prefer a lower price. The respondents in Class 4 chose type of soap as the most important attribute when they are purchasing.

### Conclusion and Implications

Based on the result of the survey, attributes of soap such as type, form, brand, size and price were identified that they can affect the consumer's decision in purchasing soap. The result further revealed that 80.4% of the respondents prefer to purchase calamansi soap. 93.1 percent of consumers prefer a lower price, suggesting that producers must ensure their soaps are priced competitively. 36.8% of consumers prefer to purchase one large soap bar over three small soap bars, whereas the other consumers do not have a strong preference. Since only 6.9% of consumers prefer tomato soap bars, this is considered a specialized market.

For handcrafted soap producers interested in utilizing agricultural waste for added value products, it is recommended to look into using calamansi for soap. Tomato soap is not considered a preferred product at this moment.

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## Consumer Preference for Banana Chip Product Attributes in Mindanao, Philippines

### Abstract:

There are at least 5.6 million smallholder farmers in the Philippines who rely on banana production as a source of income and employment. Producing value added products like banana chips is encouraged as a venture that benefits local producers and farmers and one that creates jobs. This study used Conjoint Choice Experiment to illustrate consumer preferences for banana chips. The results show the attributes of banana chips that consumers prefer in Cagayan de Oro, Philippines. The results reveal the preferences: class 1 (47.4%): sesame flavors, oval shape, and lower price; class 2 (21.3%): sweet flavor and oval shape; class 3 (17.9%): married respondents, cheese flavor and circle shape; and class 4 (13.4%): older respondents, natural flavor and oval shape. It is important to identify the consumer preferences of banana chips to help producers make informed decisions that maximize their profits, thus contributing to local community economics development.

Key words: Banana chips, Conjoint Choice Experiment, Consumer preferences, Cagayan de Oro, Mindanao, Philippines

## INTRODUCTION

The Philippines produces high yields of bananas with 8.6 million metric tons in 2013 (Philippine Statistic Authority, 2014), and it is the second largest exporter of bananas in the world (Market and Policy Analyses of RAMHOT, 2014; Carughi, 2012). There are at least 5.6 million smallholder farmers in the Philippines who rely on banana production as a source of income and employment (Calderon, 2003). Almost one third of the fresh bananas were exported overseas (Lantican,1997). Figure 1 shows the export of bananas has been trending upwards and has increased by 450% for the Philippines against the rest of the world from 2000 to 2012.

Six-million Filipino households rely on small scale banana production for their income. (Arias, 2003). These bananas are sold on the domestic market; many larger plantations possess the size to yield enough for export. Table 1 shows the relative farm size and yields.

Lower yields on small farms are often a result of a lack of technology and crops being prone to disease. “While the average annual land yields for the country is 9.4 t/ha, big plantations produce about 40 t/ha” (Arias, 2003). These low yields, lack of transportation, and lack of quality packaging material make it difficult for small scale farmers to export their bananas. Therefore, adding value to fresh bananas presents a market opportunity for farmers on small farms.

Producing the value-added product of banana chips for Philippines’ consumers will give small farm owners an alternative to exporting bananas while still providing an income. There are many possible value-added products which can be produced from bananas. Bananas can be used in baking, pudding, pies, as a puree for baby food, banana

flour/powder, and juice. The various ways of preparing, processing, and serving bananas allows producers different ways to add value to their product. Processing bananas gives the added benefit of prolonged self-life of the product as the banana is no longer perishable. A value-added product is a beneficial way to increase producer, extend into more markets, and provide more opportunities for farm diversification and employment. Many governments and industries use value adding to develop trade opportunities.

There is potentially a higher economic return from producing and selling banana chips compared to selling fresh bananas. Banana chips are one of the most important value-added banana products in the Philippines (Carughi, 2012). According to Talip's paper (2013), some areas in the Philippines that were growing bananas for the production of banana chips were able to create an income of up to 75,000 pesos per hectare for local farmers. Furthermore, data indicates that the value of banana chips is higher than that of fresh bananas. For example, during 1999 in the Philippines, the total value of exporting fresh bananas was an estimated \$0.19 per ton. In contrast, the value of exporting banana chips was approximately \$1.10 per ton, an increase in value of more than 80 percent (Calderon, 2003). The data illustrated that the total volume and value of exporting banana chips increased during 1996 to 2005, which had increased 8.6% and 6.9% per year, respectively (Talip, 2013). In addition, the total value of exporting banana chips reached \$50,575 million USD in 2011 for 30,141 metric tons (High Value Crops Development Program, 2013). The information indicates that banana chip production in the Philippines is promising and plays a vital role in the Filipino economy.

Banana chips are one of the most popular processed fruit products consumed in the Philippines (Eusebio, 2002; Molla, 2009), due to the nutrients supplement, the possibility of long time storage and a better price. Banana chips are deep fried slices of bananas. They contain various nutrients, such as vitamins A, C, and E, magnesium, and potassium. They also contribute to the recommended daily allowance of retinol, iron, and zinc (Pillay, 2011; Carughi, 2012). In addition, banana chips, as ready-to-eat snacks, can be preserved for a long time by using adequate packaging and storage facilities (Pillay, 2011). They can also be added to trail mix, granola, and used as baking ingredients.

Comparatively, banana chips have lower inputs in the production process than the aforementioned products of juice, flour, baby food, and baking products. Oil is the only additional item needed to produce banana chips. Banana chips were chosen for this study because of their popularity in the Philippines, the economic gains of selling banana chips over raw bananas, the low inputs required to make banana chips, and the diversity of uses of banana chips.

The domestic Filipino banana production market consists of four separate markets; backyard production system, systematic mixed crop production, commercial smallholder plantation, and corporate farms (Molina, 2003). The large corporate companies control a large market share and are able to dictate prices. Two of the country's largest banana chip producers, *B-G Fruits and Nuts Manufacturing Corporation* and *GSL Premium Food Export Corporation*, are located in Mindanao. The two large companies employ 700 people for the production, manufacturing, and exportation process. Medium-sized farms often produce enough to sell to the large corporations, but the production is too

large to sell directly to local consumers. Lastly, the backyard production system and systematic mixed crop production are small scale farmers who do not produce enough bananas to sell to large corporations and must sell their bananas themselves or grow them for home consumption. Smallholder banana farmers operate individually in the open domestic market in the Philippines, and due to lack of trust of other banana farmers, often do not organize in groups (Aquino, 2007). These smallholder banana farmers are price takers, with profits as supplemental income only (De los Reyes, 2009). Even though added-value goods may have a higher value per unit than raw products, because the market is so competitive, there are no profits. The best market for small holders is a domestic value-added market that provides a better shelf life thus generating more income.

Mindanao has the highest yield of banana production in the Philippines (Calderon, 2003). Data from the Philippine Statistic Authority (2014) illustrated that the volume of bananas in Mindanao was 6.8 million metric tons in 2013. Compared to the 8.6 million metric tons of bananas produced in the Philippines in 2013 (Philippine Statistic Authority, 2014), Mindanao Island produced around 78.7% of the total volume of bananas in the Philippines in 2013.

Despite being a major producer of agricultural goods in the Philippines, Mindanao has a high unemployment rate and low working wage. The rate of unemployment and underemployment on the island of Mindanao in the Philippines was 26% in 2011 (NSCB, 2011). Creating jobs and enhancing work skills in agriculture and business can reduce the rate of unemployment and underemployment and raise the working wage in

Mindanao, as well as accelerate agricultural economic development. Entrepreneurship using the production of added value products can also be a viable livelihood alternative. The city of Cagayan de Oro is a highly urbanized capital city in the Misamis Oriental province which is located on the Northern Mindanao Island in the Philippines. It is among the largest city in Mindanao with a population of 602,088 people (National Statistic Office. 2013), allowing for the collection of representative sample data to cover the socio-demographic diversity for this study. Four different locations in the city of Cagayan de Oro (Philtown Hotel, the City Park, the LimKetKai Mall and the Cogon public market) were chosen to conduct surveys with face-to-face interviews in July 2013. Interviewing respondents from these locations provides the preferences for potential urban demand. Time and budget limitations as well as safety were considered in this study which resulted in the selection of these locations.

Understanding consumer preference for banana chips can help smallholder banana chip producers know what banana chip product attributes and certain types of banana chips are preferred by different consumers. It can further assist the banana chip producers to make decisions regarding banana chip production. Hence, the quantity of sales of the banana chip products could be increased and the profits of the business of banana chip products could be maximized potentially. Knowledge of consumers' preferences and purchase intent for banana chips could greatly assist in developing the domestic market of banana products in different cities in the Philippines. It also helps the development of the small local food processing industry of banana chips.

Carrying out this research will help to give more specific information about which kinds of banana chips should be produced for the local market based on consumer

preferences. Findings in the study can assist producers to add more value to banana chip products to maximize producers' profits and also increase farmers' incomes. An increase in banana chip production will create more jobs throughout the production chain in Mindanao.

## OBJECTIVES

The objectives of this study are as follows: 1) determine the attributes and levels of the banana chip products; 2) determine which banana chip attributes are preferred by consumers; 3) determine the relative importance of preferred banana chip attributes; 4) provide recommendations to producers and other stakeholders. To accomplish the above objectives, this study will utilize a Conjoint Choice Experiment (CCE) and analyze the data using Latent Class Analysis to identify the consumer preferences of banana chip product attributes in Mindanao, Philippines. The results will show not only the different consumer segments of preferences of banana chips, but also identify how socio-demographics affect consumer preferences.

## METHODOLOGY

Contingent valuation and conjoint analysis are two methods often used to evaluate the stated preferences of the consumers (Baker, 1999; Merino-Castello, 2003). Contingent valuation is a method which utilizes an open-ended question format to determine the premium of consumers' willingness-to-pay (WTP) for a product and usually is used for non-market products (Veisten, 2007; Anderson, 2004). Conjoint analysis is a method that gives important product attributes and levels based on a set of choices that are pre-specified in differing levels of various attributes (Green, 1978). This method is important

because it shows how consumers make tradeoffs among various combinations of product attributes by part-worth utilities (Green, 2001). Furthermore, it allows for predictions about which kind of product consumers will most prefer and to estimate the willingness-to-pay indirectly for the changes between different levels of attributes (van der Pol, 1996).

Market information is very important for production success (Ottum, 1997). However, from literature, most studies on banana chips have only focused processing, but not demand for consumer preference of various banana chip attributes (Mui, 2002; Singthong, 2009).

The traditional way to evaluate consumer preferences in Conjoint Analysis is through Conjoint Rating/Ranking Experiment (CRE). This is defined by how the respondents rate their preferences for different levels of attributes and different product profiles. Most researchers used CRE in market research until Louviere, Hensher (1982) and Woodworth (1983) developed Conjoint Choice Experiment (CCE). CCE allows respondents to choose only one choice which they most prefer from a set of alternatives. This way is similar to what consumers do when they are purchasing products. The choice profile questions for each survey are referred to as tasks, with each task providing the respondent with a set of concepts.

CCE was chosen in this study over CRE for three reasons: (1) CRE requires respondents to rate or rank a set of concepts at one time which is too complex for a respondent to do well. CCE, on the other hand, only requires respondents to choose one concept among a limited set of alternatives which is much simpler; (2) CCE shows

the probabilities of consumers' choices directly, while CRE needs to convert the ratings of consumer preferences into choice probabilities by using some method, such as maximum utility (Karniouchina, 2009); and (3) The CRE needs to show all the possible product profiles to the respondents at one time which will allow them to rate or rank their preferences. At times, the number of profile of the combinations of product concepts may be too large, requiring too much time for the respondents to answer and can be confusing. Furthermore, the use of fractional factorial design in CCE is important as it limits the number of product profiles to evaluate. Using fractional factorial design allows researchers to select a fraction of the total possible combinations that account for most of the variation in the respondents' products evaluation (Orme, 2006). Hence, it reduces the number of combinations that need to be evaluated while keeping the efficient estimation for individual attributes' effects. In essence "it allows the respondents to focus on the subset of all possible combinations of attributes" (Orme, 2006).

The survey questionnaire for this study has three parts which are: introduction, choice profile questions, and socio-demographics questions. The introduction gives a brief introduction about the purpose and significance of the market study for respondents to better understand the survey. The second part, which is the choice profile questions, is the main part of this survey questionnaire.

The choice profile questions were designed and developed based on conjoint choice experiment. The product attributes and levels of banana chips were determined based on a literature review and focus group discussion (Green, 1975; Cattin, 1982; Chan-Halbrendt, 2010). A literature review was conducted to guide a representative consumer focus group discussion. A focus group was used to help identify the attributes of banana

chips are most important for purchasing banana chips. The focus group (4 male and 4 female) in this study are regular consumers of banana chips in Cagayan de Oro, Mindanao, Philippines.

According to the literature, many factors can affect the consumer preferences and decision to purchase a food product such as, taste, nutritional benefits, appearances, family, and cultural preferences (Shepherd, 1989). Tokijan's paper (2013) showed the attributes of banana chips that they used in their study in Malaysia. These were texture, price, nutritional value and packaging. Price is one of the most important attributes which exerts an impact on respondents' choices. The article on corn chips used price as one attribute of corn chips and the results demonstrate a negative price in output which means most people prefer corn chips at a cheaper price (Lusk, 2001). In addition, including price attribute allows researchers to calculate the WTP value of products. Another attribute, flavor, can also influence the purchase intents of survey respondents. Jane E. Clark's (1998) paper mentions that taste and flavor have specific impacts on consumers' choices for food. The results of consumer acceptance of corn chips further show that the purchase intents were also influenced strongly by flavors (Tepper, 1998). The research of product shape stated that the shape of a product is used to infer more important, but less accessible attributes, such as flavor (Berkowitz, 1987). Therefore, appropriate shape is also an important attribute. Similar to shape, color is another attribute of food which is directly evaluated by consumers (Shepherd, 1989; Segnini, 1999). Consumers usually use color to estimate the product's quality and further decide whether they should purchase the product. For example, S. Segnini's research (1999)

showed that color is one of the most important parameters of determining the quality of potato chips.

After focus group discussions and literature review, the attributes and levels were determined, which are shown in Table 2.

There are 48 (3 price levels \*4 flavor levels \*2 shape levels \*2 color levels) possible combinations of banana chips based on the attributes and levels. Since the 48 combinations are too many for an individual respondent, four survey versions were developed by Sawtooth Inc. software using fractional factorial design, which used each of the possible combinations of the product to produce a balanced contribution. Each version had 12 tasks. Each task had three concepts of banana chips with varying attribute levels (Table 3). Interviewers randomly selected 200 respondents, asked for their participation, and verified that each participant was over 18 years old. The sample size is determined using the following formula:

$$\text{(Equation 1.) } \frac{nta}{c} \geq 500$$

where n is the number of respondents, t is number of tasks per respondent, a is the number of alternatives per task, and c is the maximum number of attribute levels.

(Orme, 2006). The third part of the survey questionnaire is the socio-demographic questions for getting socio-demographic data, such gender, age, marital status, education, and income.

#### *Data analysis*

The data were analyzed by using Latent GOLD Choice, version 5.0, a software program, which allows researchers to analyze how socio-demographic variables affected consumer preferences. It is based on the theory of Latent Class Analysis (LCA). The LCA is an approach that classifies the survey data of banana chip consumer preferences into distinct classes (Greene, 2003). LCA categorizes responses into classes that display statistically significant attribute preferences of banana chips.

In the Latent GOLD Choice (Magidson, J. 2003), the random utility model was used to calculate the utilities of product options.

$$\text{(Equation 2) } U_j = V_j + e_j$$

Where  $V_j$  is the systematic component of the utility;  $e_j$  is a stochastic error.

The multinomial logit model was used for estimating choice probability. The equation (3) shows the probability of choosing one concept among all concepts.

$$\text{(Equation 3) } P_j = \exp(V_j) / \sum_{k \in A'} \exp(V_k)$$

Where  $k$  is the attributes;  $A'$  is the subset of alternatives.

The equation (4) shows the probability of choosing one concept among all concepts by a respondent in a class (Magidson, 2003).

$$\text{(Equation 4) } P_{j,t} = \exp(V_{j,t}) / \sum_{k \in A'} \exp(V_{k,t}), \quad t=1,2,3,\dots,T$$

Where  $t$  is the number of classes.

The equation (5) shows the relationship between the respondents' choices, the attributes of varying levels, and the socio-demographic of respondents.

$$\text{(Equation 5) } P(j/A) = f(PR_{in}, S_{in}, FL_{in}, CL_{in}, Ag_n, E_n, M_n, G_n)$$

where  $P(j/A)$  is the respondent's choice of profile and  $(j/A)$  is all the profiles in the choice set.  $n$  is the individual of respondents.  $PR_{in}$  is the levels of price,  $S_{in}$  is the levels of shape,  $FL_{in}$  is the levels of flavor,  $CL_{in}$  is the levels of color.  $Ag_n$  is the age of a respondent,  $E_n$  is the education of a respondent,  $M_n$  is the marital status of a respondent, and  $G_n$  is the gender of a respondent (where  $Ag_n$ ,  $E_n$ ,  $M_n$ ,  $G_n$  represent the socio-demographic variables).

In this study, the willingness-to-pay was used to calculate how much more money consumers would like to pay for changes in preferred attribute levels of banana chips. It was calculated based on the part worth utilities of attribute levels of banana chip products. The formula for calculating the WTP is

$$\text{(Equation 6) } WTP = (V^1 - V^0) / -\beta m$$

Where  $\beta m$  is the part worth utility value of price,  $V^0$  is the part worth utility value of the initial attribute's level, and  $V^1$  is the part worth utility value of the desired attribute's level (Imami, 2011).

## RESULTS

A total of 200 respondents completed the survey. Due to some surveys being incomplete and invalid, only 176 surveys were used for the data analysis. Based on Johnson and Orme's (2013) recommendations, 176 survey data was more than sufficient for this study. Table 4 shows respondent profiles compared to Cagayan de Oro's population profile. This comparison is important as it gives an idea of whether the sample population can be representative of the overall population in Cagayan de Oro. The survey respondents' ages were, on average, slightly younger than that of the city's

population. This could be expected for snack food as literature reviewed indicates that young people buy snacks more frequently than other ages (Wansink, B et al., 2003; Sebastian RS et al., 2011). The remaining socio-demographics were comparable.

The four-class model was chosen since it had a low BIC value and a significant P value for the model. The part worth utility values and socio-demographic estimates of the four-class model are shown in Table 5. Table 6 shows the relative importance of each attribute for each class.

Class 1 has 45.6% of the respondents which is the largest class in this study. This group shows a significant positive preference for the sesame flavor and the oval shape, as well as a significant negative preference to the flavor of natural, and the circle shape. They prefer a lower price for the banana chips which have a strongly significant ( $P < 0.01$ ) negative part worth utility. For socio-demographic variables, the respondents in Class 1 have lower education levels which are primary school and secondary high school graduates. The respondents in this class identified price (47.76%) as the most important attribute for purchasing banana chips which is followed by shape (26.87%) and flavor (23.61%). The color attribute only has 1.76% which had the minimal importance in Class 1.

Class 2 has 22.2% of the study population. This group significantly prefers the sweet and oval shape banana chips. The respondents of Class 2 do not prefer the cheese and sesame flavor with the circle shape. 86.20% of Class 2 chose flavor as the most important attribute. 11.43% considered that shape is important attribute. Only 0.25% of the class considered price as important for purchasing banana chips.

Price, flavor and shape of the banana chips are significantly preferred by Class 3's respondents. There are 19.1% of the respondents in this group. The cheese flavor and circle shape are significantly preferred over the flavors of natural and sesame, and the oval shape. The respondents in Class 3 prefer a lower price. This class is comprised of married respondents who are not likely primary and high school graduates. Class 3 also chose flavor as one of the most important attributes for banana chips with about 69.58%, followed by shape with 14.10%, and price with 11.25%. Color is the minimal important attribute which has only 5.70% of the class.

Class 4, which has 13.1% of the survey respondents, significantly prefers the natural flavor and oval shape of banana chips. Negative preferences were shown toward banana chips with the cheese and sweet flavors that are circle in shape. As opposed to Class 1 and Class 3, the respondents of Class 4 would like to pay a higher price for their desired banana chips. According to the values of socio-demographic variables in Class 4, the respondents are older than other classes. The flavor attribute was the most important attribute for Class 4 with about 63.97%. Price was the second most important attribute with 14.77%, and then shape had 13.54% of the class identifying this as being important. In this class, color still had minimal importance, which was only 7.72%.

The willingness-to-pay values of Class 1 was calculated in this study, because the part worth utilities of price attribute are negative significant. While Class 3 was also negative significant; the values are so small that it would not be noteworthy to producers. WTP values illustrate how much money the respondents in Class 1 are willing to pay more to switch from one attribute level of the banana chips to another. The respondents identified the price as the most important attribute, so they would like to pay 9.88PHP to

switch from the natural flavor to the sesame flavor and 11.25PHP to switch from the circle shape to the oval shape.

## DISCUSSION AND CONCLUSION

With additional expert consultation and strategic planning, the results of this research on consumer preferences of banana chips can help producers improve their product marketing and sales. From the Cagayan de Oro case study, the results suggest that there are two types of banana chip consumers in Mindanao, thus producers may engage in different marketing strategies depending on their targeted consumer group. The two groups are a Price group (45.6%) and a Flavors group (54.4%).

The Price group, which is Class 1, seeks products with lower prices. It is a group in which the respondents have only either primary school or secondary high school education levels. Data presented by the National Statistics office in the Philippines (2013) shows that the people with only primary and/or secondary high school level education on average have a lower annual income than people with higher education levels. People with lower incomes will also be more sensitive to price when making purchases (Aban, 2009). Results also suggest that this group prefers sesame flavor and an oval shaped banana chips.

The Flavors group contains Class 2, Class 3, and Class 4, and chose flavor as the most important attribute. There is diversity among each of the classes in the flavor group: Class 2 prefers a sweet flavor, Class 3 prefers cheese flavor, and Class 4 prefers natural flavor. Class 4 consumers are more inclined to choose natural flavor because they are conscious about their health, and would choose the healthier eating option

(Hayes, 1987; Falk, 2001). In fact, Class 4 consumers are significantly older than the rest of the study population. A significant, negative price point indicates consumers in Class 4 are willing to pay more for their desired flavors.

Based on the results from the Price and Flavors groups, suggested strategies for banana chip producers based on results can be interpreted as such:

- 1) If a producer is targeting a less educated, lower income population, they should focus on selling their product at a very competitive price.
- 2) Banana chip producers may be able to sell a natural flavored chip to older populations, marketing the snack as a healthy option, while selling these at a higher but competitive price.
- 3) A large segment of the population cares more about flavor than price, which means producers have some flexibility marketing diverse flavors at a higher price. In order to do this, it is recommended to conduct additional market analysis on flavor preferences of consumers.

This study is one of few existing market research studies on banana chips and other added value snack products in the Philippines. Ultimately, for the results to serve its purpose in informing small-scale banana chip producers, there needs to be additional dissemination and extension services provided by the government linking farmers and community producers to market information, and guiding producers to use the information appropriately.

Please see attached “Figure and Tables File” for the referenced figures and tables in the text.

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## **Appendix G. Survey tools**

**University of Hawai'i at Manoa****Consent to Participate in Research Project**

*University Partnership Linking OSY (Out-of-School Youth) to Agri-Entrepreneurship and Development to promote Job Opportunities and Business Scale-up for Mindanao (UPLOAD JOBS for Mindanao)*

Good Morning/Afternoon. My name is **Cynthia Lai** and I am part of a team (Project Investigator: Dr. Catherine Chan-Halbrendt) that will be representing the University of Hawai'i at Manoa (UH) in this research project. This project represents a joint partnership with Southern Christian College (SCC) in Midsayap, Cotabato in Mindanao, Philippines supported by the Higher Education for Development (HED) in cooperation with the United States Agency for International Development (USAID)/ Philippines. The purpose of the UPLOAD JOBS for Mindanao partnership is to sustainably increase the institutional and human capacity of SCC in rural workforce development through extension program in agricultural entrepreneurship contributing to the region's agricultural economic development and social prosperity. The project also seeks to improve livelihood and increase incomes for rural out-of-school youth by providing training in workforce development and deployment in entrepreneurial agricultural extension services.

For the purposes of this project, we will be conducting a focus group pre-screening survey to gauge your degree and overall personal association toward entrepreneurship to develop a pre-assessment of potential participant backgrounds for the upcoming UPLOAD JOBS agri-entrepreneurship trainings in January of 2013. We would be grateful if you would participate in this survey.

**Activities and Time Commitment:** The survey will take place in the form of a focus group in which the survey will be administered to a group of participants by the Researcher and translator. The survey itself will take no more than 30 minutes of your time. You may preview a copy of the survey questions prior to committing to participate; if this is the case, please indicate so now.

**Benefits and Risks:** By participating in this survey, you will have the direct benefit of receiving further information to participate in the UPLOAD JOBS agri-entrepreneurship training module held January 2013 at SCC. There are no risks to you in participating in this survey. If, however, you are uncomfortable or feel stressed at any point during the survey, you may withdraw from the survey at any point and depending on how you feel, we can disregard your survey.

**Confidentiality and Privacy:** During this project, we will keep all data from the surveys in a secure location on a password-protected computer. Each survey will be given a unique identification number that will be used for subsequent analysis. All personal information associated with that identification number will be stored in a separate file on a password-protected computer. Research records will be kept in a locked file in the project investigator's office for the duration of the study. Only the project director, coordinator, and data encoder/analyst will have access to the interviews and research records/ data. All personal information will be kept confidential to the extent allowed by law. Specific public agencies with

responsibility for research oversight, such as the UH Human Studies Program, have authority to review research records.

To ensure confidentiality, we will assign your survey a specific number and not use your name or any other personal identifiable information for analysis or reports. If you would like a summary of the findings of our project, please contact us at the number listed at the end of this consent form.

**Voluntary Participation:** Participation in this research project is completely voluntary. You can choose to participate, not to participate, or withdraw at any time.

**Questions:** If you have any questions about this project, please contact us by phone at 1 (808) 956-2626 or by e-mail (chanhalb@hawaii.edu). If you have any questions about your rights as a research participant in this project, you can contact the University of Hawai‘i, Human Studies Program, by phone at 1 (808) 956-5007 or by e-mail at [uhirb@hawaii.edu](mailto:uhirb@hawaii.edu).

Please keep the above portion of this consent form for your records.

If you agree to participate in this project, please sign the following signature portion of this consent form and return it to the interviewer.

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**Signature(s) for Consent:**

I agree to participate in the research project entitled, “*University Partnership Linking OSY (Out-of-School Youth) to Agri-Entrepreneurship and Development to promote Job Opportunities and Business Scale-up for Mindanao (UPLOAD JOBS for Mindanao)*.” I understand that I can withdraw from participating in this survey, at any time, by notifying the interviewer/researcher.

**Name (Print):** \_\_\_\_\_

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**OSY PRE-SCREENING SURVEY**

*University Partnership Linking OSY (Out-of-School Youth) to Agri-Entrepreneurship and Development to promote Job Opportunities and Business Scale-up for Mindanao (UPLOAD JOBS for Mindanao)*

**OSY Pre-Screen Survey****Background Information:**

1. Gender:
  - a.  Male
  - b.  Female
2. Year you were born: \_\_\_\_\_
3. Name of city and community you were born:  
City: \_\_\_\_\_; Community: \_\_\_\_\_
4. Name of Community that you *currently* reside in: \_\_\_\_\_
5. Years you have been residing in this community: \_\_\_\_\_ year(s)
6. Individual income/ year: \_\_\_\_\_ pesos/year
7. Have you, in the past three years, applied for any loans for a particular reason? If so, please specify:
  - a.  Yes
  - b.  No
8. I am currently:
  - a.  Employed (includes self-employed)
  - b.  Un-employed
9. Highest level of education completed:
  - a.  None
  - b.  Elementary School
  - c.  Middle School
  - d.  High School
  - e.  Vocational School/ Some College
10. I am the head of household and as such have dependents (family members who need financial support):
  - a.  Yes
  - b.  No
11. My family owns their own business:
  - a.  Yes
  - b.  No
12. My family owns their own farm:
  - a.  Yes
  - b.  No

13. Are you expecting to start a new business within the next year?  
a.  Yes                      b.  No
14. Have you, in the past 12 months, owned or managed a business?  
 Yes                      b.  No
15. I know of at least one business entrepreneur personally:  
a.  Yes                      b.  No
16. In the future, I aspire to be someone like Henry Sy (the owner of SM malls) or Mark Zuckerberg (Creator of Facebook):  
a.  Yes                      b.  No
17. I am interested in starting my own business:  
a.  Yes  
b.  No
18. I am interested in starting my own business because:  
a.  I have always aspired to be a business owner/ I see it as an opportunity  
b.  I need income/ I want to support my family  
c.  I am NOT interested in starting my own business  
d.  Other: \_\_\_\_\_

**Personal Attributes Assessment:**

*For the following section, please indicate whether you agree or disagree with the specified statements:*

19. I work hard to improve on my past performance:  
a.  Strongly Disagree  
b.  Disagree  
c.  Neutral  
d.  Agree  
e.  Strongly Agree
20. I prefer to be my own boss:  
a.  Strongly Disagree  
b.  Disagree  
c.  Neutral  
d.  Agree  
e.  Strongly Agree
21. I have control over the future of my life:  
a.  Strongly Disagree  
b.  Disagree  
c.  Neutral  
d.  Agree  
e.  Strongly Agree
22. I prefer to step outside of my comfort zone to explore and try new things:

- a.  Strongly Disagree
- b.  Disagree
- c.  Neutral
- d.  Agree
- e.  Strongly Agree

23. People get excited by my ideas.

- a.  Strongly Disagree
- b.  Disagree
- c.  Neutral
- d.  Agree
- e.  Strongly Agree

24. I am constantly looking for the next challenge in my life.

- a.  Strongly Disagree
- b.  Disagree
- c.  Neutral
- d.  Agree
- e.  Strongly Agree

25. I am a risk-taker.

- a.  Strongly Disagree
- b.  Disagree
- c.  Neutral
- d.  Agree
- e.  Strongly Agree

26. I often do whatever it takes to win.

- a.  Strongly Disagree
- b.  Disagree
- c.  Neutral
- d.  Agree
- e.  Strongly Agree

27. When facing a challenging decision, I am more focused on what I will GAIN than lose.

- a.  Strongly Disagree
- b.  Disagree
- c.  Neutral
- d.  Agree
- e.  Strongly Agree

***Thank you for your participation in this survey! Please return this survey to the survey administrator.***

University of Hawai'i at Manoa

**Consent to Participate in Research Project**

*University Partnership Linking OSY (Out-of-School Youth) to Agri-Entrepreneurship and Development to promote Job Opportunities and Business Scale-up for Mindanao (UPLOAD JOBS for Mindanao)*

Good Morning/Afternoon. My name is **Cynthia Lai** and I am part of a team (Project Investigator: Dr. Catherine Chan-Halbrendt) that will be representing the University of Hawai'i at Manoa (UH) in this research project. This project represents a joint partnership with Southern Christian College (SCC) in Midsayap, Cotabato in Mindanao, Philippines supported by the Higher Education for Development (HED) in cooperation with the United States Agency for International Development (USAID)/ Philippines. The purpose of the UPLOAD JOBS for Mindanao partnership is to sustainably increase the institutional and human capacity of SCC in rural workforce development through extension program in agricultural entrepreneurship contributing to the region's agricultural economic development and social prosperity. The project also seeks to improve livelihood and increase incomes for rural out-of-school youth by providing training in workforce development and deployment in entrepreneurial agricultural extension services.

For the purposes of this project, we will be conducting an Action Survey. The purpose of this action survey is to be able to monitor individual's progress in business development across the training modules of the UPLOAD JOBS for Mindanao project. We would be grateful if you would participate in this survey.

**Activities and Time Commitment:** The survey will take place in the form of a focus group in which the survey will be administered to a group of participants by the Researcher and translator. The survey itself will take no more than 30 minutes of your time. You may preview a copy of the survey questions prior to committing to participate; if this is the case, please indicate so now.

**Benefits and Risks:** There are no direct benefits to you, personally, in participating in this survey. I believe there is little or no risk to you in participating in this project. If, however, you are uncomfortable or stressed by answering any questions on the survey, you may skip the question, or take a break, or stop the interview, or withdraw from the project altogether

**Confidentiality and Privacy:** During this project, we will keep all data from the surveys in a secure location on a password-protected computer. Research records will be kept in a locked file in the project investigator's office for the duration of the study. Only the project director, coordinator, and data encoder/analyst will have access to the interviews and research records/ data. All personal information will be kept confidential to the extent allowed by law. Specific public agencies with responsibility for research oversight, such as the UH Human Studies Program, have authority to review research records.

To ensure confidentiality, we will assign your survey a specific number and not use your name or any other personal identifiable information for analysis or reports. If you would like a summary of the findings of our project, please contact us at the number listed at the end of this consent form.

**Voluntary Participation:** Participation in this research project is completely voluntary. You can choose to participate, not to participate, or withdraw at any time. Please note that if you withdraw from the survey, or even decline to participate in the survey, you will not be eligible to participate in the subsequent training modules held in July of 2013.

**Community:**

**Action Survey**

**Participant ID No:**

**Questions:** If you have any questions about this project, please contact us by phone at 1 (808) 956-2626 or by e-mail (chanhalb@hawaii.edu). If you have any questions about your rights as a research participant in this project, you can contact the University of Hawai‘i, Human Studies Program, by phone at 1 (808) 956-5007 or by e-mail at [uhirb@hawaii.edu](mailto:uhirb@hawaii.edu).

Please keep the above portion of this consent form for your records.

If you agree to participate in this project, please sign the following signature portion of this consent form and return it to the interviewer.

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**Signature(s) for Consent:**

I agree to participate in the research project entitled, “*University Partnership Linking OSY (Out-of-School Youth) to Agri-Entrepreneurship and Development to promote Job Opportunities and Business Scale-up for Mindanao (UPLOAD JOBS for Mindanao).*” I understand that I can withdraw from participating in this survey, at any time, by notifying the interviewer/researcher.

**Name (Print):** \_\_\_\_\_

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**OSY ACTION SURVEY**

*University Partnership Linking OSY (Out-of-School Youth) to Agri-Entrepreneurship and Development to promote Job Opportunities and Business Scale-up for Mindanao (UPLOAD JOBS for Mindanao)*

This survey seeks to provide a baseline for monitoring OSY progress in business development across the UPLOAD JOBS for Mindanao project training modules.

**Perception of Entrepreneurship:**

	Lubos na hindi Sumasang-ayon	Hindi Sumasang-ayon	Bahag yang hindi Sumasang-ayon	Walang Pinapanigan	Bahag yang Sumasang-ayon	Sumasang-ayon	Lubos na Sumasang-ayon
	1	2	3	4	5	6	7
1. Sa aking barangay, naniniwala ako naniniwala ako na ang karamihan ay nagsasaalang alang na ang pag uumpisa ng isang bagong negosyo ay isang kanais-nais at piniling trabaho.							
2. Sa aking barangay, naniniwala ako na ang taong matagumpay sa pag uumpisa ng negosyo ay may mataas na lebel ng katayuan at respeto.							
3. Sa susunod na anim na buwan, magkakaroon ng magandang pag kakataon g mag umpisa ng isang negosyo sa aking lugar.							
4. Naniniwala ako na ang lugar kung saan ako nakatira ay mapagkukunan ng mga bagay bagay na kailangan para makapag-umpisa ng aking negosyo.							
5. Naniniwala ako na sa ngayon, ako ay may kaalaman, kakayahan at kasanayang kinakailangan para makapag-umpisa ng isang bagong negosyo.							
6. Ang takot na mabigo ang pumipigil sa aking mag-umpisa ng negosyo.							

**Start-Up Information:**

7. Nakagawa ka na ba ng isang planong pangnegosyo noon?

- a.  Oo                      b.  Hindi                      c.  Hindi ko alam

**Kung ang sagot mo ay : “Hindi./ Hindi ko alam.” sa tanong ng #7, nakumpleto mo na ang survey. Salamat sa iyong partisipasyon.**

**Kung ang iyong sagot ay “Oo”, magpatuloy sa pagsagot ng survey.**

---

8. Tukuyin kung para sa anong klaseng planong pangnegosyo ito:
- a.  Pansasakyan
  - b.  Produktong Pangkalakal  
 Produkto
  - c.  Serbisyong pangsakahan
  - d.  Welding, Serbisyong Pang-Mekaniko
  - e.  Pagpoproseso ng Pagkain
  - f.  Palaisdaan
  - g.  Iba pa: (Tukuyin kung ano ito) \_\_\_\_\_
9. Ang planong pang-negosyo bang ito ay naging isa nang ganap na bagong negosyo?
- a.  Oo                      b.  Hindi
10. Kung ang sagot mo ay “Hindi” sa #9 inaasahan mo bang ang planong pang negosyong ito ay magiging ganap na isang bagong negosyo sa susunod na tatlong taon?
- a.  Oo    b.  Hindi                      c.  Hindi ko alam

**Kung sumagot ka sa tanong ng hindi o hindi ko alam sa #10, nakumpleto mo na ang survey. Salamat sa iyong partisipasyon!**

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**Venture Information:**

11. Ako sa kasalukuyan ay isang sumisibol pa lang na negosyante, aktibong kasama sa pagbuo ng isang negosyong ako ang magmaay-ari o maging kasosyo; ang negosyong ito ay hindi pa nakapag bayad ang kahit anong sweldo o kung ano pa mang bayarin, maging sa akin ng mahigit tatlong buwan.
- a.  Oo  
Tukuyin kung anong klaseng negosyo: \_\_\_\_\_
- b.  Hindi
12. Ang bagong ideyang pang negosyong ito ay nabuo
- a.  sa sarili kong gawa
  - b.  Kasama ng aking kasosyo
  - c.  Sa pakikipagtulungan ng aking amo/ trabaho

- d.  Iba pang dahilan (Tukuyin)\_\_\_\_\_
13. Nakapag-ambag ako ng sariling pondo para sa bagong negosyo, na inumpisan ng iba, nitong nakaraang tatlong taon
- a.  Oo  
Tukuyin kung anong klaseng negosyo: \_\_\_\_\_
- b.  Hindi
14. Ako ay nagmamay-ari/namamahala ng bagong negosyo , hal. Nagmamay-ari/namamahala ng negosyong tumatakbo na at nakapag bayad ng sahod ng mahigit 3 buwan ngunit, di lalampas ng 12 buwan
- a.  Oo  
Tukuyin kung anong klaseng negosyo : \_\_\_\_\_
- b.  Hindi
15. Gaano kalaki ang sariling ambag/investment sa nasabing negosyo? (Ilahad sa porsiyento, 100% ay nagpapahiwatig na ang lahat ng ambag ay galing sa iyo )  
\_\_\_\_\_ %
16. Nasa anong bahagi na itong bagong negosyo:
- a.  Unang Bahagi: “Pagkatatag” – nauukol sa pagtatag ng negosyo, pag-aakit ng mga mamimili at pagpapaabot ng produkto o serbisyo.
- b.  Ikalawang bahagi: “Kaligtasan” – ang negosyo ay nagpapakitang ito ay may kahihinatnan (may sapat na bilang ng mga nasisiyahang “customer”/mamimili)
- c.  Ikatlong bahagi: “Tagumpay” – samantalahin ang mga nakamit ng kumpanya / negosyo at magpalawak, mapapatatag o panatilihing kumikita para ang may –ari ng negosyo ay makapagpalawak sa ibat iba pang aktibidad
- d.  Ikaapat na bahagi: “Pumaimbulog /Kumikita” –mabilis na pag unlad ng negosyo at nakatuon sa paghanap ng paraang masuportahan sa pinansyal na paraan ang pag unlad.
- e.  Ikalimang bahagi: “Kaganapan ng mga Pamamaraan/Pagpapalawak” – maaring ituon ng negosyo sa kanyang kalamangan dahil sa liit nito, yamang pinansiyal, at mahusay na pamamahala
- f.  Iba pang sagot (Tukuyin kung ano ito):  
\_\_\_\_\_
17. Gaano katagal ka na sa bagong negosyong ito?  
Tukuyin \_\_\_\_\_: ilang buwan / ilang taon

	Lubos na hindi sumasang-ayon	Hindi Sang-ayon	Bahagya ng hindi sumasang-ayon	Walang Pinapanigan	Bahagya ng Sumasang-ayon	Sumasang-ayon	Lubos na Sumasang-ayon
	1	2	3	4	5	6	7
18. Ang negosyong ito ay hango sa pinakabago at malikhaing ideya, hindi mula sa isang dati nang ideya na isinaayos lang. (teknolohiya, materyales, marketing, at iba pa..)							
19. Ang bagong negosyong ito ay may kaugnayan sa aking kamakailan lamang na amo sa trabaho.							
20. Ang bagong negosyong ito ay ginamitan ng impormasyon/kaalaman mula sa pagsasanay ng modules ng UPLOAD JOBS for Mindanao na aking dinaluhan  Tukuyin kung anong module, kurso o gamit na natutunan mula sa UPLOAD JOBS for Mindanao ang naging partikular na kapakipakinabang.							

21. Bakit kayo pumasok sa negosyong ito ?

- Upang samantalahin ang pagkakataong makapagnegosyo
- Walang mapagpipiliang magandang trabaho
- May trabaho ngunit naghahanap ng mas magandang pagkakataon
- Ibang dahilan : \_\_\_\_\_

22. Saan ka nagpatakbo ng iyong negosyo?

- Sa sariling bahay
- Nangungupahan
- Bumili ako ng pwesto /lugar (para sa negosyo)

- d.  Iba pang sagot: (Tukuyin) \_\_\_\_\_
23. Hanggang saan ka nakakarating para mamili/ maghanap (pangalap ng mga kagamitan, materyales atbp) para sa iyong negosyo?
- Lokal (Sa Gitnang Mindanao lang)
  - Lokal+Rehiyon (Buong Mindanao)
  - Lokal+Pambansa (buong Pilipinas)
  - Lokal+Internasyonal (Ibang bansa )
  - Iba pang sagot (tukuyin) : \_\_\_\_\_
24. Gaano kalawak ang nasasakupang lugar ng produksiyon/processing ng inyong negosyo?
- Lokal (Sa Gitnang Mindanao lang)
  - Lokal+Rehiyon (Buong Mindanao)
  - Lokal+Pambansa (buong Pilipinas)
  - Lokal+Internasyonal (Ibang bansa)
  - Iba pang sagot(Tukuyin): \_\_\_\_\_
25. Gaano kalawak ang nasasakupang lugar ng bebentahan ng produkto ng iyong negosyo?
- Lokal (Sa Gitnang Mindanao lang)
  - Lokal+Rehiyon (Buong Mindanao)
  - Lokal+Pambansa (buong Pilipinas)
  - Lokal+Internasyonal (Ibang bansa)
  - Iba pang sagot (tukuyin ito): \_\_\_\_\_
26. Simula ng magumpisa ang aking negosyo, ako ay **nakatanggap** ng mga mahahalagang payo at kaalaman galing sa mga sumusunod:

		Lubos na hindi sumasang-ayon	Hindi sang-ayon	Bahagyang sumasang-ayon	Walang Pinapanigan	Bahagyang Sumasang-ayon	Sumasang-ayon	Lubos na Sumasang-ayon
		1	2	3	4	5	6	7
A.	Asawa / Pamilya							
B.	Kaibigan							
C.	Isang kasalukuyang Negosyante							
D.	Kasalukuyan/ Dating Kasamahan							
E.	SCC Faculty/ SCC CEREA Extension							
F.	Non-governmental organization							
G.	Ahensya ng Gobyerno							
H.	CAFE Director							

<b>I.</b>	<b>UPLOAD JOBS for Mindanao na Tagapagsanay o Empleyado</b>							
<b>J.</b>	<b>Mga Dumarayong Propesor ng UPLOAD JOBS for MINDANAO</b>							
<b>K.</b>	<b>Iba pa: Banggitin</b>							

27. Upang makapagsimula ng negosyo, naisip mo bang maghanap ng tulong pinansya mula sa mga sumusunod:  
(I- tsek ang mga sagot)
- Bangko
  - Kaibigan
  - Kapamilya o Kamag-anak
  - Kasalukuyang Amo
  - Hindi ko binalak humingi ng pinansyal na tulong
  - Iba pa (Tukuyin ito): \_\_\_\_\_
28. Para sa negosyong ito, nakatanggap ka na ba ng kahit anong pinansyal na tulong mula sa mga sumusunod:  
(I-tsek ang mga sagot)
- Bangko
  - Kaibigan
  - Kapamilya/ Kamag-anak
  - Kasalukuyang Amo
  - Hindi ko kailangan ang kahit anong tulong pinansyal
  - Hindi ako maaaring tumanggap ng tulong pinansyal
  - Iba pa (Tukuyin ito) \_\_\_\_\_

**Kung magkaiba ang sagot sa tanong ng # 28 at 29, ipaliwanag kung bakit:**

- 
29. Para sa negosyong ito, nakatanggap ka na ba ng tulong pinansyal sa mga sumusunod na antas ng interes:  
(I-tsek ang lahat ng sagot)
- 6.7% Antas ng Porsyento(rate) Mula sa Komersyal na Bangko (may patnugot depende sa batayan )
  - 25% Mga Usurero
  - Iba pa , banggitin ang pinagmulan at antas ng porsyento
- Pinagmulan : \_\_\_\_\_  
Antas ng Porsyento: \_\_\_\_\_
- Walang Sagot, Walang Tulong Pinansyal
30. Maliban sa iyo, ilang tao na hindi miyembro ng pamilya ang inyong napatrabaho at sinuwelduhan para sa negosyong ito? Ilan ang nabigyan ng trabaho ng mahigit 6 buwan:
-

31. Maliban sa iyo, ilang ilang kapamilya na ang nabigyan mo ng trabaho at sinuwelduhan mula sa negosyong ito? Ilang kapamilya na ang nagtatrabaho dito ng mahigit 6 buwan

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32. Nagsimula na bang kumita itong bagong negosyo (mga benepisyong pinansiyal, kung saan ang halaga ng kita ay mas malaki kaysa sa gastusin ?)

a.  Oo  
(Kailan nagsimulang kumita? Magbigay ng tantyang petsa)\_\_\_\_\_

b.  Hindi

	Lubos na Hindi Sumasang-ayon	Hindi Sumasang-ayon	Bahagyang Hindi Sumasang-ayon	Walang Pinapanigan	Bahagyang Sumasang-ayon	Sumasang-ayon	Lubos na Sumasang-ayon
	1	2	3	4	5	6	7
33. Sa susunod na taon, pinapalagay kong lalago ang kita ng bagong negosyong ito.							
34. Sa susunod na taon, palagay ko dadami ang magkakaroon ng hanapbuhay dahil sa bagong negosyong ito:							

Full Name:  
Gender:

Surveyor, Translator:  
Date:

### UPLOAD JOBS for Mindanao Out-of-school Youth Qualitative Survey

March 23-26<sup>th</sup>, 2015, Davao City, Philippines

#### I. Individual Income:

- A. Employment and other sources of income. Where does your income come from?
- i. Formal (job employment)? Lists the type of jobs.  
\_\_\_\_\_
  - ii. Informal monetary opportunities (services for friends/family, family)? (Check all that apply)
    - a. \_\_\_\_\_ Self – owned
    - b. \_\_\_\_\_ Services for friends/family
    - c. \_\_\_\_\_ Other (please specify)
  - iii. For monetary informal source of income.
    - a. How is your pay rate/hour/day determined? \_\_\_\_\_
    - b. If it is not a fixed rate, do you have to negotiate? \_\_\_\_\_ Yes/No/Sometimes (circle one)
    - c. And what is the least you are willing to accept to work? \_\_\_\_\_ per hour/day (circle one)?
    - d. What is the average rate? \_\_\_\_\_ per hour/day (circle one)
  - iv. Non-monetary informal source.
    - a. What other non-monetary exchanges do you carry out (food, housing exchange, etc.)  
(List the type of exchanges)  
\_\_\_\_\_
  - v. On average how many hours a day do you work? \_\_\_\_\_ hours
- B. No employment:
- i. How many months do you work on average in a year? \_\_\_\_\_ months
  - ii. What activities do you carry-out when you have no employment activities?  
\_\_\_\_\_
- C. What do you do if your income is disrupted? \_\_\_\_\_.
- D. What is the most stable job that you have achieve? \_\_\_\_\_
- E. What do you need to do to achieve this job? \_\_\_\_\_
- F. What is the most desirable job you would like to have? \_\_\_\_\_
- i. What skills do you need to achieve this job? \_\_\_\_\_
  - ii. How are you preparing yourself to achieve this job?

#### II. Personal Obligations

- A. Are you from a farm? \_\_\_\_\_ Yes \_\_\_\_\_ No
- B. How do you contribute to the farm?
- a. \_\_\_\_\_ formal arrangement
  - b. \_\_\_\_\_ based on availability

Full Name:  
Gender:

Surveyor, Translator:  
Date:

C. From the money you've earned in the last year, on average what percent (or amount) (adds up to 100%) is for:

- a. Family: \_\_\_\_\_%
- b. Personal Consumption: \_\_\_\_\_%
- c. Savings: \_\_\_\_\_%

D. What does your family expect from you?

- a. When you have earned income? \_\_\_\_\_
- b. When you have no earned income? \_\_\_\_\_

E. If you have planned savings?

- a. What are your plans? \_\_\_\_\_

**III. Household Profile:**

- a. No. of household members? \_\_\_\_\_
- b. No. of working household members? \_\_\_\_\_
- c. Total household income \_\_\_\_\_ per year

**IV. Access to financial assistance when needed:**

- a. If you needed money, where could you go to get it? List them all \_\_\_\_\_
- b. What percent of the loan do you have to pay back? \_\_\_\_\_
- c. What is the interest rate? \_\_\_\_\_

**V. Access to Information:**

- A. Who do you hear most from about new training opportunities? (family, friends, barangay captain, other) check one.
  - a. If other, please specify other \_\_\_\_\_
- B. Where do you hear most from about new training opportunities? (newspaper, internet, flyers, SCC or similar institution, government, other) check one.
  - a. If other, please specify other \_\_\_\_\_

**VI. Access to Training**

- A. When you decided to attend this training, did you have to receive your parents approval or anyone else approval before committing?
  - a. Parents approval (Circle):                      YES                      NO
  - b. Other approval (list): \_\_\_\_\_
- B. When you decided to actively start your business, did you have to receive your parents' approval or anyone else's?
  - a. Parents approval (Circle):                      YES                      NO
  - b. Other approval (list): \_\_\_\_\_

**VII. Mindanao-specific Factors**

- A. Where there is conflict, what direct influence or impact did these events have on you, your family and your business?

## **Appendix H. Other documents**



## **Call for Papers – International Workshop on Enabling Agri-Entrepreneurship and Innovations in Conflict Regions**

**Thursday February 19th, Manila, Philippines  
Exact time and venue to be announced**

### **Background:**

UPLOAD JOBS for Mindanao is hosting a workshop on “ Enabling Agri-Entrepreneurship and Innovations in Conflict Regions”. The workshop will focus on small agri-business and farms within communities where individuals face conflicts that are barriers to their business growth cycle, and thus their economic security.

Areas of political or social conflict face shocks that impact the ability of communities and individuals to cope, hindering them from building a healthy business and local economy. Building and maintaining livelihoods through entrepreneurship and farming pose real challenges to farmers and businesses in conflict zones due to the daily risks of operating in such an environment. International aid organizations, non-profit organizations, universities, and other institutions conduct a range of programs to enable agri-entrepreneurs and farmers in conflict areas by providing the support they need to grow their businesses.

### **Objectives:**

The UPLOAD JOBS hosted workshop aims to bring together professionals, scholars, government officials, private sector representatives, and development practitioners to present research and propose innovative strategies to enhance and inform small-scale agri-entrepreneurship and agricultural business in conflict areas, particularly in Asia. We are soliciting papers that present empirical evidence through front line research and case studies that will provide solutions and strategies to improve development programs. Accepted workshop papers and discussion will be published in a peer reviewed publication or book.

Preference in the selection process for both papers and travel grants will be given to papers focusing on communities, regions, or countries within South-East Asia and beyond that face conflict, poverty-driven, violence, or otherwise defined. Within these parameters, **areas of interest include:**

- Determinants of successful entrepreneurs in conflict regions or transitional economies
- Role of gender in entrepreneurship and agribusiness in transitional or conflict regions
- Role of religion in entrepreneurship and agribusiness in transitional or conflict regions

- Innovative measures for entrepreneurship and workforce skill training programs facing uncertainty or transient population
- Technological innovations and adoption gaps that may exist in conflict regions
- Risk tolerance of conflict entrepreneurs or farmers
- Effectively engaging out-of-school youth in entrepreneurship
- Linking entrepreneurship to policy – national policy decisions that support entrepreneurs

Potential contributors to the workshop should send a six page proposal following the standard format of problem statement, objectives, methods and data, results and conclusions) and a two page CV with relevant scholarly publications to Tina Lee, UPLOAD JOBS for Mindanao Project Coordinator, at [tslee@hawaii.edu](mailto:tslee@hawaii.edu) by **December 30<sup>th</sup>, 2014**. Accepted papers will be announced on January 9<sup>th</sup>, 2014. Full papers of 20 pages are expected by February 10<sup>th</sup>, 2015.

The workshop will be combined with a one-day Agri-Entrepreneurship Training on February 20<sup>th</sup>, 2015 that will be open to the community. Workshop contributors are invited to attend this event as well.

### **Travel Funding**

All contributors with accepted proposals will have their travel fully sponsored within reasonable arrangements for travel from their home city to Manila, Philippines. Travel funds will include round trip economy airfare, ground transportation, per diem, and lodging.

### **UPLOAD JOBS for Mindanao:**

UPLOAD JOBS for Mindanao (University Partnership Linking Out-of-School Youth to Agri-Entrepreneurship and Development to Promote Job Opportunities and Business Scale-up in Mindanao) aims to sustainably increase the capacity of agricultural entrepreneurs ages 18-24 in Central Mindanao through extension training programs, institutional capacity building, and rural workforce development. The project is a partnership between University of Hawaii at Manoa and Southern Christian College in Mindanao with funding by USAID administrated through Higher Education Development.

UPLOAD JOBS for Mindanao reserves the right to reject any proposals that are not unique, high quality, or consistent with the workshop's mission and/or do not represent best practices in the field.