



Department of Agriculture
Upland Development Programme
in Southern Mindanao (UDP)

**WORKSHOP FOR THE REVISION OF ENTRE-FARM TRAINING MODULES,
FINALIZATION OF PRODUCT MANUAL AND LEVELLING OFF OF
EXPECTATIONS FOR THE ENTRE-FARM TRAININGS**

Submitted to:

Upland Development Programme in Southern Mindanao

By:

**Institute for Small Farms and Industries (ISFI)
Ateneo de Davao University**

July 2005

PROCEEDINGS



**WORKSHOP FOR THE REVISION OF ENTRE-FARM TRAINING MODULES,
FINALIZATION OF PRODUCT MANUAL AND LEVELLING OFF OF
EXPECTATIONS FOR THE ENTRE-FARM TRAININGS**

ENTRE-FARM REVIEW WORKSHOP

DOCUMENTATION REPORT

I. BACKGROUND AND RATIONALE OF WORKSHOP

CEFE Entre-farm Trainings in 2002.



The Upland Development Programme (UDP), through its Marketing and Enterprise Development (MED) component, collaborated with the Competency-Based Economies Through Formation of Entrepreneurs Network (CEFE-NET) and purchased an enterprise-training program for farmers entitled Entre-farm Training. The training was conducted in selected barangays of all the five (5) UDP-assisted provinces of Compostela Valley, Davao del Sur, Saranggani, South Cotabato (where it was conducted by CEFE-NET accredited trainers) and Davao Oriental (where it was conducted by UDP In-house trainers).

Assessment and Case Study of Entre-farm Training. In 2004 and 2005, the Institute for Small Farms and Industries of the Ateneo de Davao University (ISFI-ADDU) conducted an Assessment of the Entre-farm trainings conducted in the five (5) provinces. Within the same period, Mr. Eddie Vernon, foreign technical adviser of the MED component, participated in an actual Entre-farm training session, to arrive at a case study on the conduct of the training program. Both the assessment and case study generated findings and recommendations that would help improve the design and implementation of the entre-farm training program.

Extension of Entre-farm Trainings. The extension program for the succeeding months of the UDP includes the conduct of the entre-farm training program in additional barangays. As stated in the Terms of Reference of the ISFI-conducted Training Assessment, the training modules would be modified based on the assessment findings and recommendations. Succeeding Entre-farm trainings should already use the modified Entre-farm training modules.



Need for participation of trainers in module modification efforts.

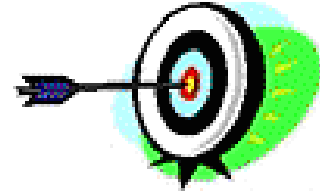
After the presentation of Training Assessment results, one of the verbal agreements arrived at is to invite the Entre-farm training providers to work on the revision of the training modules. At the same time, the UDP MED component would work on other institutional aspects of the Entre-farm training to improve succeeding implementation of the training.



For this reason, a **Workshop for the Revision of Entre-farm Training Modules, finalization of a proposed Product Manual and Levelling off of Expectations on the Entre-farm Trainings (or Entre-farm Training Review Workshop)** was conducted last 5 and 6 July 2005, at the Malagos Garden Resort, Davao City.

II. WORKSHOP OBJECTIVES

The General Objective of the workshop is to address the need to improve the comprehension of the farmers of the Entre-farm training by bringing down the training modules to the level of the farmers.



The specific objectives of the workshop are:

1. To raise the level of appreciation of the CEFÉ-accredited and UDP In-house trainers on the UDP Programme for Southern Mindanao, especially on the extension service network system, farmer training groups and learning site development;
2. To present the ISFI assessment findings and recommendations for Entre-farm trainings;
3. To check or level off on expectations for the conduct of the Entre-farm trainings and to build understanding on the part of the trainers on the monitoring and evaluation indicators of UDP for the entre-farm trainings; and
4. With the participation of the trainers, review the existing modules and re-design a module with priority consideration for the assessment and case study findings.

III. WORKSHOP PARTICIPANTS

Twenty Seven (27) participants attended the workshop, as follows:

INSTITUTION	NUMBER
Dual Vocational Training Institute (DVTI)	2
Cor-Jesu College – Institute for Community Services and Development (CJC – ICSD)	3
GenSan Foundation Inc. (GFI)	2
Business Resource Center (BRC)	1
Partner in Alternative Development Foundation, Inc. (PADFI)	2
Davao Oriental In-house Trainers	6
PPOs	2
MED (Staff and Technical Adviser)	3
CIDE Coordinator	2
ISFI Facilitator and Documentor	2
TOTAL	27



The workshop attendance sheet is attached as **Annex A**.

IV. WORKSHOP AGENDA

The schedule of activities for the workshop – as planned and as actually conducted, is as follows:

TABLE 1. WORKSHOP AGENDA – PLANNED AND ACTUAL

DAY AND TIME (Planned and Actual)	ACTIVITY	
	PLANNED	ACTUAL
DAY 1		
10:00 – 10:30 am (10:00 – 11:00 am)	ARRIVAL AND REGISTRATION OF PARTICIPANTS – c/o ISFI	
10:30 – 11:00 am (11:00 – 11:15 am)	OPENING AMENITIES – c/o MED-UDP /// Invocation /// National Anthem /// Opening Remarks /// Introduction of ISFI-ADDU	
11:00 – 11:30 am (11:15 – 11:30 am)	GETTING-TO-KNOW-YOU cum LEVELLING OF EXPECTATIONS (COLOR MY WORLD) – c/o Facilitator	
11:30 – 11:45 am	WORKSHOP OVERVIEW (PowerPoint Presentation) – c/o Facilitator	
11:45 am – 12:30 pm	ORIENTATION ON MED PROGRAM COMPONENT AND EXTENSION SERVICE NETWORK – c/o UDP	ORIENTATION ON MED PROGRAM COMPONENT – c/o UDP
12:30 – 1:30 pm (12:30 – 1:45 pm)	LUNCH	
1:30 – 1:45 pm (1:45 – 2:00 pm)	ICE BREAKER – c/o Facilitator	
1:45 – 2:45 pm (2:00 – 4:00 pm)	PRESENTATION OF FINDINGS AND RECOMMENDATIONS FROM ISFI-conducted ASSESSMENT OF CEFE ENTRE-FARM TRAINING (PowerPoint Presentation) – c/o Facilitator	PRESENTATION OF FINDINGS AND RECOMMENDATIONS FROM ISFI-conducted ASSESSMENT OF CEFE ENTRE-FARM TRAINING (PowerPoint Presentation) – c/o Facilitator
2:45 – 3:45 pm	REVIEW OF THE ENTRE-FARM TRAINING MODULES (Game Show-cum-Plenary Discussion) – c/o Facilitator	



TABLE 1. WORKSHOP AGENDA – continuation

DAY AND TIME (Planned and Actual)	ACTIVITY	
	PLANNED	ACTUAL
3:45 – 4:15 pm (4:00 – 4:15 pm)	PROCESSING OF GALLERY OF MODULE MODIFICATION RECOMMENDATIONS – c/o Facilitator	REVIEW OF THE ENTRE-FARM TRAINING MODULES (Game Show-cum-Plenary Discussion) – c/o Facilitator
4:15 – 4:45 pm (4:15 – 6:00 pm)	PRESENTATION AND REVIEW OF PRODUCT MANUAL OUTLINE – c/o UDP (for Presentation) and ISFI (for Review by Province – Group Brainstorming by Province)	ORIENTATION ON UDP EXTENSION SERVICE NETWORK – c/o UDP
4:45 – 7:00 pm (6:00 – 9:00 pm)	MODULE MODIFICATION WRITESHOP (Writeshop) – c/o Facilitator	
7:00	DINNER	REVIEW OF THE ENTRE-FARM TRAINING MODULES (Game Show-cum-Plenary Discussion) – c/o Facilitator and WORKING DINNER
DAY 2	OPENING AMENITIES	
8:00 – 8:30 am (8:45 – 9:00 am)	Invocation – c/o MED-UDP Recapitulation – c/o Facilitator	OPENING AMENITIES Invocation – c/o MED-UDP Recapitulation – c/o Facilitator
8:30 – 9:30 am (9:00 – 11:00 am)	PRESENTATION OF MODIFIED ENTRE-FARM TRAINING MODULES – c/o Participants	PROCESSING OF GALLERY OF MODULE MODIFICATION RECOMMENDATIONS – c/o Facilitator
9:30 – 11:00 am	PRESENTATION AND REVIEW OF EXPECTATIONS FROM TRAINING PROVIDERS OF ENTRE-FARM TRAININGS (Round Robin Gallery) – c/o UDP (Presentation) and Facilitator (Review)	
11:00 am – 12:00 nn	NEXT STEPS (Plenary Brainstorming) – c/o Facilitator	PRESENTATION AND REVIEW OF PRODUCT MANUAL OUTLINE – c/o UDP (for Presentation) and ISFI (for Review)
12:00 nn – 12:30 pm	CLOSING REMARKS – c/o UDP	LUNCH



TABLE 1. WORKSHOP AGENDA – continuation

DAY AND TIME (Planned and Actual)	ACTIVITY	
	PLANNED	ACTUAL
12:30 – 1:30 pm	LUNCH	
1:30 onwards	CHECK-OUT	MODULE MODIFICATION WRITESHOP (<i>Writeshop</i>) – c/o Facilitator
3:00 – 4:00 pm		PRESENTATION OF REVISED MODULES
4:00 – 4:30 pm		NEXT STEPS AND CLOSING

V. PROCEEDINGS

A. OPENING AMENITIES

Mr. Percy A. Candrejo and Ms. Raquel B. de Gracia of Davao Oriental led the Opening Prayer and singing of the Philippine National Anthem, respectively. Mr. Ecclesiastes Matunog formally welcomed the participants to the Entre-farm Training Review Workshop, expressing optimism that this activity would result in finalized and modified Entre-farm training modules. Ms. Ara Morano formally introduced the ISF-ADDU as the contracted facilitator for the workshop.

**B. GETTING-TO-KNOW-YOU cum LEVELLING OF EXPECTATIONS
(Color My World)**

Ms. Monique T. Villanueva of ISF-ADDU facilitated the conduct of the workshop from this point onwards. She began with an exercise entitled “Color My World”, where each participant was asked to choose which among the following colors best describes his/her personality: Red, Blue, Green, Yellow and Orange. Each color group was given Manila paper and metacards to answer the following questions:



- ~~///~~ What is it about this color that characterizes your personality?
- ~~///~~ What do I expect to accomplish from this workshop?
- ~~///~~ How can my color personality contribute to this workshop?

The Color My World PowerPoint Presentation and Outputs are attached as **Annex B** and **Annex C**, respectively.



C. WORKSHOP OVERVIEW

After processing the workshop outputs, Ms. Villanueva linked these with the Rationale and Objectives of the Entre-farm Training Review Workshop.

The Workshop Overview PowerPoint Presentation is attached as **Annex D**.

D. MARKETING AND ENTERPRISE DEVELOPMENT COMPONENT (MED) UPDATES

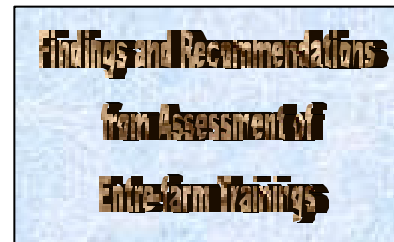
Ms. Morano provided the participants with an update on the MED Component in the Upland Barangay Associations (UBAs) of the five (5) provinces.

In relation to the forthcoming revision of Entre-farm Training modules, it was agreed that the training should be specific to the crops that are being/will be developed in the different barangays.

The tabular presentation of the Marketing and Enterprise Development updates is attached as **Annex E**.

E. PRESENTATION ON FINDINGS AND RECOMMENDATIONS FROM ISFI-CONDUCTED ASSESSMENT OF ENTRE-FARM TRAININGS

After lunch and a brief creative introduction of participants, Ms. Villanueva presented the Findings and Recommendations from the ISFI-conducted Assessment of Entre-farm Trainings. This presentation combined the results of the Assessment of CEFE-NET-accredited trainers and UDP In-house trainers, which were conducted in November 2004 and April 2005, respectively.



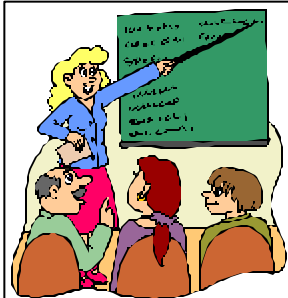
Ms. Villanueva and Ms. Meriam Amerkhan, Technical Adviser of the MED Component clarified the following points with regard to the assessment findings and recommendations:

- ~~✍~~ The combined presentation is relevant to all provinces, to varying degrees, unless otherwise specified or verbalized in the presentation
- ~~✍~~ The primary objective of presenting the assessment findings and recommendations is not to point out deficiencies; rather, it is to establish a starting point for the module revision process



The Training Assessment Findings and Recommendations PowerPoint Presentation is attached as **Annex F**.

F. REVIEW OF THE ENTRE-FARM TRAINING MODULES



Armed with the recommendations from the Training Assessment, Ms. Villanueva presented the existing Entre-farm Training Design Outline, as provided by the UDP-MED component, hereby attached as **Annex G**.

These two (2) pieces of information (i.e. Training Assessment and Existing Entre-farm Training Design) were then used as the starting point for making general revisions to the module, specifically the following module components: Objectives, Activities, Methodologies and Lessons Learned/Expected Outputs.

The participants were divided according to their respective provinces. Using a gallery method, each group was asked to make recommendations to the above-stated components, write them on metacards and posting them on the designated Manila paper. The Review of the existing Entre-farm Training Modules was the last activity for Day 1.

The results were presented and processed by Ms. Villanueva as the first activity for Day 2. The highlights of the processing activity are:

- ✍ Before Module 1 on the Basic Farming Cycle, there should be a preliminary module on Unlocking Competencies.*
- ✍ Module 4 on Livestock Production will be replaced by a Module on Re-entry Plan Formulation.*

The processed General Recommendations to the Existing Entre-farm Training Modules are presented as **Annex H**.

G. PRESENTATION OF THE EXTENSION SERVICE NETWORK AND SUSTAINABLE UPLAND DEVELOPMENT MODEL

Mr. Dashiel Indelible, one of the Co-Directors of the UDP, presented the following:

- ✍ LGU-UDP Upland Agriculture Extension Delivery System*
- ✍ Sustainable Upland Development Model*

Both presentations are attached as **Annex I**, and **Annex J**, respectively.



These presentations emphasized the necessity of a paradigm shift in conducting succeeding entre-farm training sessions. The new paradigms are:

- ☞ The succeeding training participants are Farmer Training Groups (FTGs). These FTGs are intended to be extensionists who will in turn train other farmers in the community to upgrade their farms from mere subsistence farming to trading surpluses. Thus, the succeeding entre-farm trainings should be designed as a Trainers' Training program.*
- ☞ The ultimate goal of the UDP is to develop diversified farming systems (DFS) in its target barangays. While other components of UDP will handle the technology aspect of DFS development, the MED component, through the Entre-farm trainings, will give the farmers the business knowledge and skills to manage their diversified farms as enterprises.*

H. PRESENTATION OF PRODUCT MANUAL OUTLINE



One of the tangible recommendations of Mr. Vernon is the need for the Entre-farm Training Providers to equip themselves with adequate and accurate information on the priority crops that will be taken up during the trainings. In order to institutionalize this recommendation, Mr. Vernon prepared a Product Manual outline, the complete document of which will be prepared by the Entre-farm Training Providers as an additional task to be included in their technical and financial project proposal.

Ms. Amerkhan presented and explained the Product Manual outline in a PowerPoint Presentation attached as **Annex K**. The purpose of the presentation is to solicit comments from the Training Providers on the outline of the document. The agreements made on the Product Manual are as follows:

- ☞ The Training Providers will prepare Product Manuals only for the crops that are prioritized by the barangays in their respective provinces.*
- ☞ The resources and costs involved in preparing the Product Manual will be included in the forthcoming technical and financial project proposals of the Training Providers.*
- ☞ The final document will be a Product Profile in a Product Manual format, and will form part of the post-training reports of the Training Providers.*
- ☞ With regard to the Product Manual outline, it was agreed that the entire section on Value-Net would be removed. The MED*



Component will recommend that this section be prepared by another service provider.

The recommended Product Manual outline is attached as **Annex L**.

I. MODULE MODIFICATION WORKSHOP

After arriving at general recommendations to the Entre-farm training modules and finalizing the Product Manual Outline, the participants then proceeded to modifying the specific training modules. Among the major agreements reached with regard to these modules are:

✍ **There will be a total of six (6) modules, composed of the following:**

- a) Preliminary Module: Unlocking Competencies**
- b) Module 1: Basic Farming Cycle**
- c) Module 2: Negotiation and Cooperativism/Association**
- d) Modules 3: Adding Value to Agri-products**
- e) Module 4: Re-entry Planning**
- f) Closing Module: Coaching and Facilitation Skills**

✍ **UDP will establish the minimum standard for the workshop processing and lecturettes, particularly for:**

- a) Negotiation and Cooperativism/Association**
- b) Adding Value to Agri-products**
- c) Coaching and Facilitation Skills**

✍ **The over-all expected outputs of the entire Entre-farm Training are:**

- a) Accurate Cash Book**
- b) Simple Income Statement**
- c) Rudimentary Business Plan for Adding Value to Agri-products**
- d) Re-entry Business Plan**

The modified Entre-farm Training Modules are presented in detail in **Annex M**.

J. PARKED ISSUES

Finally, throughout the two-day activity, the participants raised specific issues that could not be directly addressed during the workshop. However, it was agreed that these issues would be noted down as



“parked” issues, i.e. to be handled after the workshop to ensure that all the participants’ concerns are handled properly.

These parked issues are attached as ***Annex N***.

VI. ADJOURNMENT

After closing remarks from Ms. Ara Morano and a closing prayer led by Mr. Percy Candrejo, the workshop adjourned at 4:30 pm.

ANNEX A: Attendance Sheet

ANNEX B:
“Color My World”
PowerPoint
Presentation

ANNEX C:
“Color My World”
Activity Outputs



ANNEX C

“COLOR MY WORLD” ACTIVITY OUTPUTS

RED		
What is about this color that characterizes your personality?	What do I expect to accomplish from this workshop?	How can my color personality contribute to this workshop?
<i>☞</i> Cheerfulness	<i>☞</i> A revised Entre-farm module	<i>☞</i> Being cheerful, I will be open to ideas of others
<i>☞</i> Emotional	<i>☞</i> To open myself to others and vice-versa	<i>☞</i> To understand other’s emotion/ personality too
<i>☞</i> Palaban (“Parang Sex Bomb”)	<i>☞</i> Additional inputs to be shared to our respective community.	<i>☞</i> Being red will add color to the seminar
<i>☞</i> Red means to my personality – fighter, strong and sharp	<i>☞</i> Expect something worthwhile outputs for the people at large who needs most	<i>☞</i> Persevere to the pressures of the act.
<i>☞</i> Vibrant/ lively	<i>☞</i> To be able to come up with a strategy/ tool to make the module more effective	<i>☞</i> Will make the workshop more interesting and lively.
<i>☞</i> Bravery	<i>☞</i> Modified module	<i>☞</i> Interesting workshop

BLUE		
What is about this color that characterizes your personality?	What do I expect to accomplish from this workshop?	How can my color personality contribute to this workshop?
<i>☞</i> Participative	<i>☞</i> Training module – tailor fit to farmer level	<i>☞</i> Active/ Participation
<i>☞</i> Cool	<i>☞</i> To have common goals/ ideas	<i>☞</i> More patient in handling some situations/ problems
<i>☞</i> Growth and Stability	<i>☞</i> Facilitating integration	<i>☞</i> Forward training competencies
<i>☞</i> Dedication	<i>☞</i> Better results	<i>☞</i> Training competence



GREEN		
What is about this color that characterizes your personality?	What do I expect to accomplish from this workshop?	How can my color personality contribute to this workshop?
<i>☞</i> Alive	<i>☞</i> Come-up with a modified module	<i>☞</i> My hope personality maybe a hope for the farmers positive outlook in life.
<i>☞</i> Refreshing	<i>☞</i> I hope I can contribute something, which can be a legacy for farmers	
<i>☞</i> Cool		
<i>☞</i> Life		
<i>☞</i> Hopeful		

ORANGE		
What is about this color that characterizes your personality?	What do I expect to accomplish from this workshop?	How can my color personality contribute to this workshop?
<i>☞</i> My being orange will give hope in this workshop	<i>☞</i> Provide ideas to come up which a guide or manual	<i>☞</i> Contribute valuable ideas.

YELLOW		
What is about this color that characterizes your personality?	What do I expect to accomplish from this workshop?	How can my color personality contribute to this workshop?
<i>☞</i> Bright and Full of Energy	<i>☞</i> Appropriate modules/ product manual	<i>☞</i> Contribute ideas, inputs and guidance
<i>☞</i> Light	<i>☞</i> Improvements and Innovations	<i>☞</i> Can help facilitate

**ANNEX D:
Workshop
Overview
PowerPoint
Presentation**

ANNEX E:
Updates on
Marketing and
Enterprise
Development
(MED) Component

**ANNEX F:
Findings and
Recommendations
from ISFI-
conducted
Assessment of
Entre-farm
Trainings**

**ANNEX G:
Existing Entre-
farm Training
Outline**

**ANNEX H:
General
Recommendations
to the Entre-farm
Training Module**



GENERAL RECOMMENDATIONS TO THE ENTRE-FARM TRAINING MODULE

PRELIMINARY MODULE: UNLOCKING COMPETENCIES				
Relevant Findings and Recommendations	Relevance of Module Elements			
	Module Objective	Activities	Methodology	Expected Output
Unlocking Competencies (2)	Retain existing Module Objective	Include Local Translation for Johari Window	Use Photographs on Effective Land Use as presented by Dir. Indelible (see Annex I)	Use same Lessons Learned as in the current Entre-farm Training Module
		Drill/Exercise on basic computation skills should be done before the start on Module 1. This exercise should be designed to prime the participants for the forthcoming exercises involving mathematical computations and make them comfortable with numbers/figures. This may be an icebreaker or additional SLE on unlocking competencies.		
		SLEs on Self-Esteem such as “Light a Match” and “Knowing you, Knowing Me” should be emphasized		
		SLE such as Tower Building		
Use of Matrix Presentation of Training		Concept of Development or “Where are the farmers now?” – this can be incorporated in the training overview.		
		Diversified Farming System, which includes livestock, is included in the overview.		



MODULE 1: BASIC FARMING CYCLE				
Relevant Findings and Recommendations	Relevance of Module Elements			
	Module Objective	Activities	Methodology	Expected Output
Yes, all recommendations are relevant	Yes, current module objective is still relevant (2)	Yes, still relevant but change crops and actual prices (2)	Yes, with changes or modification to actual farm tools, lands, prices, labor cost	Yes, except for number 8, which states double-entry bookkeeping as a lesson learned. This should be changed to simple, single entry (cash-in, cash-out) bookkeeping
Use both hands-on and on-farm training activities		Yes, still relevant, but the briefing and discussion of the procedures step by step should be clear enough for the participants – it should be translated into the local dialect, illustrated with drawings, and put in posters that should be placed around the room	All should be based on actual labor cost, cost of persons/day, animals/day	Yes
Conduct training/s on the preferred months		Yes, still relevant	Market information	Yes, still relevant, but expected outputs should be summarized as accurate record of cash book and simple income statement



MODULE 1: BASIC FARMING CYCLE – continuation

Relevant Findings and Recommendations	Relevance of Module Elements			
	Module Objective	Activities	Methodology	Expected Output
Figures should be based on actual realistic situation – close to the actual, but rounded off for easier computation			Structured Learning Experiences (SLEs)	Gender issues should be built into the different SLEs
Sample crops should be based on what the existing and potential enterprise in each area.			Yes, still relevant	
Use of hands-on and on-farm training activities				
Training on basic computation skills				
Recall is highest for cash flow generation and individual family needs – the proper concept of cash flow should be imparted to the farmers.				



MODULE 1: BASIC FARMING CYCLE – continuation

Relevant Findings and Recommendations	Relevance of Module Elements			
	Module Objective	Activities	Methodology	Expected Output
Farmers appreciate learning how to compute and/or project income and expense as a tool for budgeting and planning				
Using a calendar in farming				
Consideration of climatic factors				
Simulation games				

MODULE 2: NEGOTIATION AND COOPERATIVISM/ASSOCIATION

Basic Computation Skills	The term “Multi-crop” term should be changed to DFS	Yes, but with modification on crops, price, market information	Structured Learning Experiences (SLEs)	Yes (3)
A review of the module on negotiation and cooperativism	Yes, still relevant (2)	Yes, still relevant (2)	Yes, still relevant	Yes, still relevant, but exclude Trial balance



MODULE 2: NEGOTIATION AND COOPERATIVISM/ASSOCIATION – continuation

Relevant Findings and Recommendations	Relevance of Module Elements			
	Module Objective	Activities	Methodology	Expected Output
Yes		Discussion of the concept of negotiation and cooperativism		Yes, still relevant, but expected outputs should be summarized as accurate record of cash book and simple income statement
They realized the need for good interpersonal skills in negotiating for business		Yes, still relevant, but the briefing and discussion of the procedures step by step should be clear enough for the participants – it should be translated into the local dialect, illustrated with drawings, and put in posters that should be placed around the room		Business Plan for food processing business
Recall is lowest for negotiation and cooperativism		The processing the results of the Entre-farm game should evolve into a lecturette, for which certain minimum standard components should be included. These minimums will be provided by UDP-MED Component.		Define role of UBA as consolidator
They also learned the significance of joining a cooperative to their farms				Emphasis on good quality and quantity of products; common product
Simulation games				Learn the disadvantage of mono-cropping



MODULE 2: NEGOTIATION AND COOPERATIVISM/ASSOCIATION – continuation

Relevant Findings and Recommendations	Relevance of Module Elements			
	Module Objective	Activities	Methodology	Expected Output
Use of hands-on and on-farm training activities				Learn the effects of monopolized markets
				Simple balance sheet – where only the concept of this financial statement and its elements should be presented
				Among the lessons learned in the existing entre-farm module, remove combined cash journal, ledger and trial balance.

MODULE 3: ADDING VALUE TO AGRI-PRODUCTS

Relevant Findings and Recommendations	Relevance of Module Elements			
	Module Objective	Activities	Methodology	Expected Output
Yes, still relevant	Yes, still relevant	Yes, still relevant	Structured Learning Experiences (SLEs)	Yes but simplified accounting system



MODULE 3: ADDING VALUE TO AGRI-PRODUCTS – continuation

Relevant Findings and Recommendations	Relevance of Module Elements			
	Module Objective	Activities	Methodology	Expected Output
Simulation games	Change Objective No. 1 to “increase awareness on the benefits of processing their farm products”	Yes, still relevant, but the briefing and discussion of the procedures step by step should be clear enough for the participants – it should be translated into the local dialect, illustrated with drawings, and put in posters that should be placed around the room	Yes, still relevant	Yes, still relevant
	For Objective Nos. 2 to 4 – Yes, still relevant	The processing the results of the Entre-farm game should evolve into a lecturette, for which certain minimum standard components should be included. These minimums will be provided by UDP-MED Component.		Yes, still relevant, but expected outputs should be summarized as accurate record of cash book and simple income statement
	Additional objective: <ul style="list-style-type: none"> /// Understanding other business opportunities /// Sharpening decision-making skills 			Business Plan for food processing business – instead of “food processing business”, change to “agri-business”.



MODULE 4: RE-ENTRY PLANNING

Relevant Findings and Recommendations	Relevance of Module Elements			
	Module Objective	Activities	Methodology	Expected Output
Module 4 was used to discuss Farm Planning, i.e. short, medium and long term crops; auxiliary (to include livestock); input on S.T.O.P. However, this was done prior to any farmer training on diversified farming system	No, should be a separate training	Yes, still relevant, but the briefing and discussion of the procedures step by step should be clear enough for the participants – it should be translated into the local dialect, illustrated with drawings, and put in posters that should be placed around the room	Structured Learning Experiences (SLEs)	Yes, still relevant, but expected outputs should be summarized as accurate record of cash book and simple income statement
This module was not tackled in Davao Oriental; instead, the module tackled only Farm Planning and the DFS Scheme				
Simulation game				
All suggested topics in Module 4				
Instead of module 4, the culminating activity is on Farm Planning and Evaluation, incorporating the livestock				



CLOSING MODULE: COACHING AND FACILITATION SKILLS

Relevant Findings and Recommendations	Relevance of Module Elements			
	Module Objective	Activities	Methodology	Expected Output
Qualities of an effective trainor		These minimums on qualities of an effective trainor, facilitator and coach will be provided by UDP-MED Component/		
Coaching and facilitation skills				

**ANNEX I:
LGU-UDP Upland
Agriculture
Extension Delivery
System**

**ANNEX J:
Sustainable
Upland
Development
Model**

ANNEX K:
Product Manual
Outline
PowerPoint
Presentation

ANNEX L:
Final
Recommended
Product Manual
Outline



ANNEX L

FINAL RECOMMENDED PRODUCT MANUAL OUTLINE

1. INTRODUCTION
2. DESCRIPTION OF THE PRODUCT
3. THE MARKET
 - a. Where is the Market?
 - b. How big is the Market?
 - c. Market Trends
 - d. Who are the buyers?
 - e. What are the buyer's requirements
 - f. Current Suppliers
 - g. Prices
 - h. Seasonal Patterns
 - i. Source of Market Information (especially price information)
 - j. What is the opportunity?
4. FINANCIAL COSTS AND RETURNS
 - a. Crop budget (including marketing costs) for the product
 - b. Provide a crop budget for corn for comparison purposes
 - c. Highlight the financial benefits of the product versus corn
5. PRODUCTION TECHNOLOGY
 - a. Soil requirements
 - b. Climate
 - c. Altitude
 - d. Plant spacing/number of plants per hectare
 - e. Good Agricultural Practices (GAP) including post harvest operations
 - f. Life Cycle
 - g. Yield Levels (Low, average, good, maximum)
6. INPUTS
 - a. What inputs should be used?
 - b. Suppliers
 - c. Prices
7. EXTENSION SUPPORT
 - a. What extension support will farmers receive?
 - b. What will be the cost of this support?



8. FINANCIAL SUPPORT

- a. Where can farmers obtain loans?
- b. What are the loan terms?
- c. How can the loans be obtained?

9. HOW TO SELL THE OPPORTUNITY

What and how to tell the farmer about the opportunity so that he becomes interested without being confused

10. FARMER OBJECTIONS

List the objections that farmers may raise together with (truthful) responses that will overturn these objections so that farmers will have no valid reason not to invest in the opportunity

**ANNEX M:
Modified Entre-
farm Training
Modules**



MODIFIED ENTRE-FARM TRAINING MODULES

PRELIMINARY MODULE: UNLOCKING COMPETENCIES					
Day/ Time	Name of Activity	Description of Activity	Expected Outputs	Learnings	Materials Required
Day 1 8:00 to 10:00am	Preliminary Activities	Arrival/ Registration Billeting	Participants are registered/ billeted		Attendance sheet, notebook, pencil, ballpen, brown envelope (kit)
10:00am to 12:00nn	Opening Amenities	Opening Prayer Welcome Address Overview of the Training About Entre-farm Training Diversified Farming System and Extension Service Delivery Concept of Development and where the farmers are now	Participants oriented on: Entre-farm Training UDP Priority programs Concept of Development	Participants aware of: Rationale and Objectives of the Entre-farm training Updates on UDP Priority Programs Concept of Development	
1:00 to 5:00pm (All afternoon sessions)	Unlocking the Individual	Introduction of Participants: Matchstick Introduction and/or Partner Introduction	Participants “unlocked” or opened themselves up to the group	Individual uniqueness Team work Determination of their weaknesses and strengths	
		Administrative Details (i.e. House Rules)			
		Learning Contract			
Host Teams					



PRELIMINARY MODULE: UNLOCKING COMPETENCIES - continuation					
Day/ Time	Name of Activity	Description of Activity	Expected Outputs	Learnings	Materials Required
		Menu of Structured Learning Exercises for Levelling of Expectations and Unlocking of Competencies: /// Build a Heart /// Art Gallery /// Translated Johari's Window /// Values Clarification /// PECs, SQR /// Dart Game /// Mathematical Unfreezing Exercise		Participants knows entrepreneurial strengths and weaknesses and find ways to develop	
		Daily Smiley Evaluation			



MODULE 1: BASIC FARMING CYCLE					
Day/ Time	Name of Activity	Description of Activity	Expected Outputs	Learnings	Materials Required
Day 2 8:00 to 11:55am	Preliminaries	<ul style="list-style-type: none"> /// Daily Recapitulation /// Opening Prayer /// Energizer 			
	Basic Farming Cycle	<ol style="list-style-type: none"> 1. Facilitator gives a briefing on procedures for simulation game/s. 2. These translated and illustrated procedures will be posted on Manila paper around the training venue. 3. Facilitator conducts actual Basic Farming Cycle simulation game. 	Single entry cash book Simple income statement	<ul style="list-style-type: none"> /// Farm Cycle /// Entrepreneurship /// Looking at Farming as a Business /// Entity Concept: The Farm Family and Farm Business /// Good Record Keeping: Cash Book and Single-entry Bookkeeping /// Bookkeeping /// Non-financial Farm Records /// Awareness that mono-cropping is less profitable /// Making Business Decisions /// Some PECs applied 	Training Game Kit, Manila Paper, Masking Tape, Chalk, Pentel Pens, etc.
1:00 to 5:00pm	Presentation/ Processing				
	Daily Smiley Evaluation				



MODULE 2: NEGOTIATION AND COOPERATIVISM/ASSOCIATION

Day/ Time	Name of Activity	Description of Activity	Expected Outputs	Learnings	Materials Required
Day 3 8:00 to 9:00am	Preliminaries	☞ Daily Recapitulation ☞ Opening Prayer ☞ Energizer			Training game kit, metacards, Pentel Pens, Ballpens, Pencils, Erasers, Bond paper, Masking tape, Scissors, Rulers, Manila paper, Cartolina
9:00am to 12:00nn	Activity Proper: E.g. Cocktail party	1. Facilitator gives a briefing on procedures for simulation game/s. 2. These translated and illustrated procedures will be posted on Manila paper around the training venue. 3. In this module, participants are grouped into six (6) farming groups and one (1) group of middlemen who wish to engage in trading. 4. Cooperatives may also be formed by any group consisting of five (5) members, representing a cooperative that will engage in supply of inputs, credit and/or marketing. 5. The farmers will go into multi-crop production system or diversified farming system (fruits, corn, vegetable or any products suitable in their land.) 6. The module lasts for eight month ending in payment of income taxes in government.	☞ Knowledge of the basic farming cycle ☞ Enhanced Negotiation Skills ☞ Knowledge of diversified farming as a business ☞ Insight on cooperativism/ association ☞ Financial Records ☞ Cash Flow, Income Statement and Balance Sheet ☞ Appreciation of the advantage of diversified farming system over mono-cropping ☞ Awareness of price changes in the market ☞ Collective marketing strategies	☞ The basic farming cycle ☞ Practice and appreciation of negotiation skills through negotiation with buyers, suppliers, cooperatives and producers. ☞ Operation and management of a diversified/ multi-crop production profitably. ☞ Concept of cooperativism through forming groups of cooperatives ☞ Basic financial recording ☞ Appreciation of the importance of keeping positive cash flow as basis for decision-making. ☞ Appreciation of the productivity of diversified over the mono-crop farm	



MODULE 2: NEGOTIATION AND COOPERATIVISM/ASSOCIATION – continuation

Day/ Time	Name of Activity	Description of Activity	Expected Outputs	Learnings	Materials Required
		7. The winning farm is that registers the highest return in investments.		Formulation of strategies to adapt to changes in the market price of farm products for greater profit	
1:00 to 5:00pm	Processing and Lecturette on Negotiation on Cooperativism	<ol style="list-style-type: none">1. After the simulation game, the facilitator processes the game results, leading to a lecturette on Negotiation and Cooperativism.2. The processing-cum-lecturette will be based on minimum standards to be provided by UDP.		Formulation of strategies for collective selling to obtain better prices of farm products	
	Daily Smiley Evaluation				



MODULE 3: ADDING VALUE TO AGRI-PRODUCTS

Day/ Time	Name of Activity	Description of Activity	Expected Outputs	Learnings	Materials Required
Day 4 8:00 to 8:30am	Preliminaries	<ul style="list-style-type: none"> /// Daily Recapitulation /// Opening Prayer /// Energizer 	<ul style="list-style-type: none"> /// Accurate record cash book /// Simplified income statement /// Rudimentary business plan focused on the production 	<ul style="list-style-type: none"> /// Rudiments of operating and managing and operating an agri-business /// Strategies to adapt to price fluctuation in the market /// Importance of adding value to one's product /// Enhancement of negotiating skills /// Sharpening of decision-making skills /// Accurate financial recording 	Manila Paper, Cartolina, Pentel Pen, Scissors, Masking Tape, Glue, Bond Paper, Paste, Colored paper, Yarn, Appropriate accessories to the simulation game (e.g. information sheet)
8:30 to 9:00am	Unfreezing Activity	Icebreaker			
9:00 to 9:30am	Introductory Activity	<ol style="list-style-type: none"> 1. Facilitator connects the learnings from the previous activity to the present activity. 2. Facilitator gives a briefing on procedures for simulation game/s. 			
		3. These translated and illustrated procedures will be posted on Manila paper around the training venue.			
9:30am to 12:00nn	Activity Proper	<ol style="list-style-type: none"> 1. Participants perform the activity based on the procedures and briefing. 2. Participants deliberate on the issue of whether or not to sell the land to LTDC for tourism and arrive at their final business decision. 3. Participants prepare an expenses plan to start an agri-business. 			



MODULE 3: ADDING VALUE TO AGRI-PRODUCTS – continuation

Day/ Time	Name of Activity	Description of Activity	Expected Outputs	Learnings	Materials Required
		<ol style="list-style-type: none"> 4. Participants prepare a rudimentary Agri-business Plan. 5. The facilitator tests the viability of the Agri-Business Plan. 6. Participants do the “symbolic” way of processing their crops in terms of packaging and then the process of delivering to their buyers. 7. Participants present their outputs. 			
	Processing and Lecturette on Adding Value to Agri-products	<ol style="list-style-type: none"> 1. After the simulation game, the facilitator processes the game results, leading to a lecturette on Adding Value to Agri-products. 2. The processing-cum-lecturette will be based on minimum standards to be provided by UDP. Some of these sample minimums are: <ol style="list-style-type: none"> a. Strategies to adopt price fluctuation to the market b. Importance of adding value to one’s product c. Marketing Strategies 			
	Daily Smiley Evaluation				



MODULE 4: RE-ENTRY PLANNING

Day/ Time	Name of Activity	Description of Activity	Expected Outputs	Learnings	Materials Required
1:00 to 1:20pm	Lecturette on Business Planning	The facilitator gives a Lecturette on Agri-Business Planning (20 minutes)		/// Concepts in business planning and steps on how to make business plans	FTG members as resource person
1:20 to 3:20pm	Writeshop	Individual participants do actual Writing of their Business Plan.	Draft business plan per crop	/// Crop-Specific Learning	Supplies and materials
3:20 onwards	Presentation of output per crop	Participants are selected to present their respective business plans, ensuring that there is a presentation on each crop or crop variety.			Product Manual
	Critiquing of presented output	The selected participants present their business plans to a panel of experts for critiquing.	Lists of comments and recommendation		Panel of Experts from concerned agencies
	Finalization of output	The Business Plan is finalized based on the recommendations from the presentation.	Business Plan	/// Financial Management /// Business Viability	Pro-Forma Template of Business Plans



CLOSING MODULE: COACHING AND FACILITATION SKILLS

Day/ Time	Name of Activity	Description of Activity	Expected Outputs	Learnings	Materials Required
BONUS MODULE	Lecture	<ol style="list-style-type: none">1. The facilitator gives a lecturette on coaching and facilitation skills.2. The lecturette should provide the basic qualities of a good coach and a good facilitator.3. The lecturette will be based on minimum standards to be provided by UDP.	Activity Plan	Coaching and Facilitation Skills	Supplies and Materials FTG's member
	Closing Ceremonies	This activity should include the distribution of certificates.			

ANNEX N: Parked Issues



ANNEX N

PARKED ISSUE	RESPONSIBILITY
1. Provide UDP-MED Component with a written update on the enterprises being developed by their Upland Barangay Associations (Banaybanay does not have an enterprise)	PPO2
2. Provide CEFE Trainers with a copy of the Training Assessment conducted by ISFI.	UDP-MED Component
3. Entre-farm Training will be sustained by having more facilitators. Thus, more in-house facilitators could be developed.	PPO2 UDP-MED Component
4. Service contracts should be drafted for UDP In-house Trainers who underwent training on Entre-farm. This would help ensure that other LGUs can utilize these in-house trainers.	UDP-MED Component
5. Conduct Entre-farm Trainings on the preferred months of the farmers based on the ISFI-conducted Training Assessment, i.e. May, April or January.	UDP-MED Component
6. Change the name of the training, i.e. the modified modules should no longer be labeled as “CEFE”. It will still be called Entre-farm Training.	UDP-MED Component
7. The Entre-farm training should include a discussion on the current situation of farmers and their role in development.	Entre-farm Training Providers
8. Include Cocktail Party in Module 2 on Negotiation and Cooperativism/Association.	Entre-farm Training Providers
9. Product Manuals should be written using bullet points and should be not more than five (5) pages per crop or crop variety.	Entre-farm Training Providers
10. Provide minimum standards to prepare Entre-farm Training Providers for processing and lecturette on: negotiation and cooperativism/association; adding value to agri-products; and coaching and facilitation skills.	UDP-MED Component



PARKED ISSUE	RESPONSIBILITY
11. Provide Entre-farm Training Providers with a CD copy of the presentation on the Extension Service Delivery Model and the Sustainable Upland Development Model of Dir. Dashiell Indelible.	UDP-MED Component
12. Because of the conduciveness of live-in training venues, the cost of billeting of participants should be included in the financial proposal as an out-of-pocket expense.	Entre-farm Training Providers
13. To address the issue of illiteracy among the training participants, there should already be some level of screening before they are invited to join the Entre-farm training, e.g. they should have an appreciation of math or computations in managing enterprises.	PPOs