BIBLIOGRAPHY

LIMOG, JONALYN S. APRIL 2012. Pre-testing of "Organic Fermented Feeds for Feeds" Leaflet of ATI-CAR among swine raisers in Paco, Mankayan, Benguet. Benguet State University, La Trinidad, Benguet.

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ABSTRACT

This study was conducted to pre-test the "Organic Fermented Feeds for Feeds" leaflet of ATI-CAR. It was conducted from December 2011 to February 2012.

To determine the socio demographic profiles of the respondents; how the leaflet is perceived in terms of; content; typography; lay-out and graphics, the problems encountered by the respondents in using the leaflet and the suggestions of the respondents for the improvement of the leaflet, data were obtained from the respondents thru interview schedule.

Results revealed that a leaflet that has a clear content, readable, has a good layout and used usual graphics contributes to its effectiveness, stakeholders prefer leaflets with simplified words, localized language and with artistic presentation and stakeholders perceive leaflets as effective if it contains sufficient information on the topic it presents.

It is recommended that the leaflet maybe improved in terms of content, typography, lay-out, and graphics (pictures, tables, diagrams), the leaflet may use simple words for the respondents to easily understand the topic and should be translated to local dialect, brochure can also be produce for more detailed description of the 'Organic Fermented feeds Leaflet", the leaflet should be pre-tested to other areas and the leaflet maybe evaluated by experts, layout artists and graphic designers.

INTRODUCTION

Rationale

Swine Raising is a very popular enterprise in the Philippines such that there is a rapid increase of backyard producers, which dominates the swine industry and healthy viable commercial sectors. Despite the crisis facing the swine industry, still many people are venturing in this enterprise.

The Agricultural Training Institute in the Cordillera Administrative Region (ATI-CAR) in Benguet State University offers a ladderized training program in Livestock Development to farmers, entrepreneurs and rural women and youth. And by using Information Education and Communication (IEC) materials, ATI-CAR was able to disseminate, inform and even educate people about Livestock Development.

A leaflet was developed by ATI-CAR to support its program on Livestock Development is entitled "Organic and Fermented Feeds for Pigs". This leaflet contains the formulation of fermented feeds and the procedures in formulating organic feeds.

Information Education and Communication (IEC) materials are tools used to influence or change the knowledge base, attitudes, beliefs, values, behavior or norms within individuals or group of individual (ICPD, 1998 as cited by Enkiwe, 2007).

One of the rural communities venturing into swine production is in Paco, Mankayan, Benguet. This is a place gifted with natural resources. Within the community, mining and farming are their main sources of income. And because it is in the countryside and they have the space, a wide population in this area ventures to swine raising as their other source of livelihood. But because of the increasing cost of feeds, a

combination of commercial feeds and indigenous feedstuff became the common type of food to the swines in the locality.

Having seen the role of the leaflet, "Organic and Fermented Feeds for Pigs" of ATI-CAR to swine raisers, the researcher then recognizes the necessity to evaluate and improve the leaflet to support the program of ATI-CAR in Livestock Development in rural areas.

This study might as well help the respondents by using the leaflet as an information material to disseminate alternative source of swine feeds.

Statement of the Problem

The study aims to solve the following:

1. What are the socio demographic profiles of the respondents?

2. How is the leaflet perceived in terms of:

a. Content

b. Typography

c. Lay-out

d. Graphics (pictures, tables, diagrams)

3. What are the problems encountered by the respondents in using the leaflet?

4. What are the suggestions of the respondents for the improvement of the leaflet?

Objectives of the Study

The objectives of the study are:

1. Determine the socio demographic profiles of the respondents;

2. Determine how the leaflet is perceived in terms of:

a. Content

b. Typography

c. Lay-out

d. Graphics (pictures, tables, diagrams)

3. Determine the problems encountered by the respondents in using the leaflet;

4. Determine the suggestions of the respondents for the improvement of the leaflet;

5. Produce an improved version of the leaflet.

Importance of the Study

The results of the study can contribute and help the ATI- CAR to make their leaflet more effective as a tool for information dissemination.

The result of the study can be used by the ATI-CAR in making their material efficient and effective to the users. This study can serve as their guide in maintaining or improving their materials.

Scope and Limitation of the Study

The result of the study only focus on the evaluation of the leaflet entitled "Organic and Fermented Feeds for Pigs" used by the ATI-CAR. Evaluation of other communication materials used by the agency was not included.

REVIEW OF LITERATURE

<u>Evaluation</u>

Content. The leaflet is the main promotional tool used by organizations and projects, whether their purpose is to make the organization known or to publicize an action or event. Among the options for presentation tools, the leaflet is the simplest and most accessible (Anonymous, n.d).

According to Crassweller (2011), the high level of "print only" readership by all age groups demonstrates the value of the printed product. So, is it the platform for delivery that is important? Is it the content? Or is it how the content is delivered?

In the study of Hung and Hsien (2007), it was stated that the learners further reported that they were not used to long texts and that they either lost patience or their eyes easily tired from reading on line. Comprehensibility dropped as they increasingly struggled towards the end of the texts. Possibly, instead of using extensive reading strategies, such as contextual guessing, the participants immediately sought help whenever they stumbled across words they did not understand. Another explanation is that learners' comprehension difficulty might derived from sources other than vocabulary, such as complicated sentence patterns, their limited ability to grasp main ideas or the different contexts and idiomatic nature of familiar words.

Typography. According to Harris and Lester (2002), typography clarifies, illuminate and augment content. It can help or hinder the process of reading. The integration of typography and the other elements of design (color, image, space and so on) can create powerful and effective messages. Typography is also tied to the technology for which it was created and the culture from which it was designed.

Typography, as defined in wisegeek.com, refers to the arrangement of text on a page, and appears in some form or another in all instances of written communication. Depending on the purpose, typography can be used for optimum readability, impact, or an artistic statement. Quality typography can make a big difference in communications, because it can impact the way the reader sees and feels about the topic being discussed. At the most basic, typography is a combination of font, size, spacing, and color.

A font of type is a collection of letters, numbers and other devices such as punctuation marks and others, all of the same character and belonging to the same family. A family of type is a collection of fonts and series all of the same basic design, but in different sizes and weights or widths.

Lay-out. Layout is the sizing, spacing, and placement of content within a window or page. Effective layout is crucial in helping users find what they are looking for quickly, as well as making the appearance visually appealing. Effective layout can make the difference between designs that users immediately understand and those that leave users feeling puzzled and overwhelmed (Windows Dev Center, 2011). Layout is the design and formatting of a page for publication. Layout used to be done by manually laying the elements of a page in place and fixing them to the page with wax. Now, most layouts are done onscreen, using a computer program, and there may never be a hard copy of the page (Computer User Inc, 2007).

Shamsi (2005) added that lay-out is the arrangement of headlines, text, artwork and white space on a page or pages. Lay-out could be static or dynamic.

Graphics. Reading text and graphics is common issue in lighting design and practice. Legibility of text and graphics is often measured using the Legibility Index, conventionally defined as the distance at which material can be read with perfect accuracy (the legibility distance) divided by the character height (Cai and Green, n.d).

Effects of the Material

According to Merriam-Webster Dictionary (n.d), graphics are product of graphic art. Graphic representations are pictures, map, or graph used for illustration. It is also pictorial image displayed on a computer screen. The art of science of drawing as representation of an object in two-dimensional surface according to mathematical rules of projection goes with statements of Wikipedia that graphics are visual representations of some surface to brand, uniform, illustrate, or entertain. Examples are photographs, drawings, Line Arts, graphs, diagrams, typography, numbers, symbols, geometric designs, maps, engineering drawings, or other images. Graphics often combine text, illustration, and color.

According to Bix (2002), the major function of textual messages and graphic elements is communication. The graphic/text combination can evoke emotional responses or convey information for purposes as varied as motivating a sale to furthering a cause.

Problems Encountered Using the Material

Today, most dictionaries merely explain the meanings of words. However, they neither tell users enough about the association of the word to other word(s), nor they provide enough information of the way words combine in a grammatical framework. Although thesauri provide synonyms and related words in groups of word sentence, they

are limited and that users cannot search words for use in a broad grammatical context. If one looks up synonyms on a thesaurus, she/he may find words alternatives. A corpus holds sets of substitutes of words appropriate in specific grammatical frameworks (Qiao, 1997).

The number of instructional materials has increase and there is wider variety, however, creating innovative learning opportunities for all students remain a fundamental challenge and elusive for few to many teachers (Jernagin, 2002).

As stated by psywarrior.com, a high illiteracy rate reduces the effectiveness and usefulness of the printed message. Printing operations require special, extensive, continuing logistical support. Dissemination is time-consuming and costly, requiring the use of special facilities and complex coordination. As printed material must be physically delivered to the target audience, the enemy can prevent or interfere with its dissemination. It is less timely than other means of communication. It can be collected and destroyed by the enemy. It can be altered by overprinting. Where prohibited, it can readily be uncovered by search and stringent penalties imposed for possession. Development and design of effective printed material requires trained and knowledgeable personnel.

Leaflet and its Purpose

As stated by psywarrior.com a leaflet is a written or pictorial message on a single sheet of paper. It has no standard size, shape, or format. In selecting the size, shape, and weight of the paper, the primary consideration is that the papers accommodate the message and be easy to distribute. The recommended size, provided the message can be accommodated, is 15.24 centimeters by 7.72 centimeters (6 by 3 inches) on 7.25- or 9.06-kilogram paper (16- or 20-pound). Leaflets of this size and weight have very favorable aerial dissemination characteristics.

Leaflet production is affected by the physical characteristics of paper, such as shape, texture, quality, size, and weight. Legibility and color reproduction are noticeably affected by paper quality and texture. A high grade of paper is needed for correct color reproduction. Quality also affects durability. Safe conduct passes should always be printed on durable, high quality paper.

The printed word has a high degree of acceptance, credibility, and prestige. Printed matter is unique in that it can be passed from person to person without distortion. It allows for the reinforcing use of photographs and graphic illustrations which can be understood by illiterates. It is permanent and the message will not change unless it is physically altered. It can be disseminated and read or viewed by a larger, widespread target audience. It can be reread for reinforcement. Complex and lengthy material can be explained in detail. It can be hidden and read in private. Messages can be printed on almost any surface, including useful items. Printed material can gain prestige by acknowledging authoritative and expert authors. This is particularly important in those societies where the printed word is authoritative.

METHODOLOGY

<u>Locale and Time of the Study</u>

Mankayan is a first class municipality in the province of Benguet, Philippines. According to the 2007 census, it has a population of people 34,563 in 6,495 households. The former municipal district of Mankayan was converted into a municipality in 1955. Mankayan is politically subdivided into 12 barangays namely; Balili, Bedbed, Bulalacao, Cabiten, Colalo, Guinaoang, Paco, Poblacion, Sapid, Suyoc, Tabio, and Taneg

The study was conducted in Paco, one barangay of Mankayan, Benguet (See Figure 1). Paco had 6,576 residents by the end of 2007.

Because of the mine in the municipality, this area is composed of different culture because of the combination of the people from different regions.

The area was chosen for the study because despite from mining and farming, swine raising is also considered as one of their source of livelihood.

The study was conducted on December 2011 to February 2012.

<u>Subject of the Study</u>

The study evaluated the "Organic and Fermented Feeds for Pigs" leaflet of ATI-CAR located at BSU Compound, La Trinidad, Benguet. The size of the leaflet is 8.5" x 13", there are pictures in the leaflet and they are all colored. The print medium is composed of three columns, and the font size used were font 12 and the type of letters were Times New Roman. The content of the leaflet was the ingredients in the formulation of fermented feeds and the procedures in formulating Organic Feeds (See Figure 2 and Figure 3).
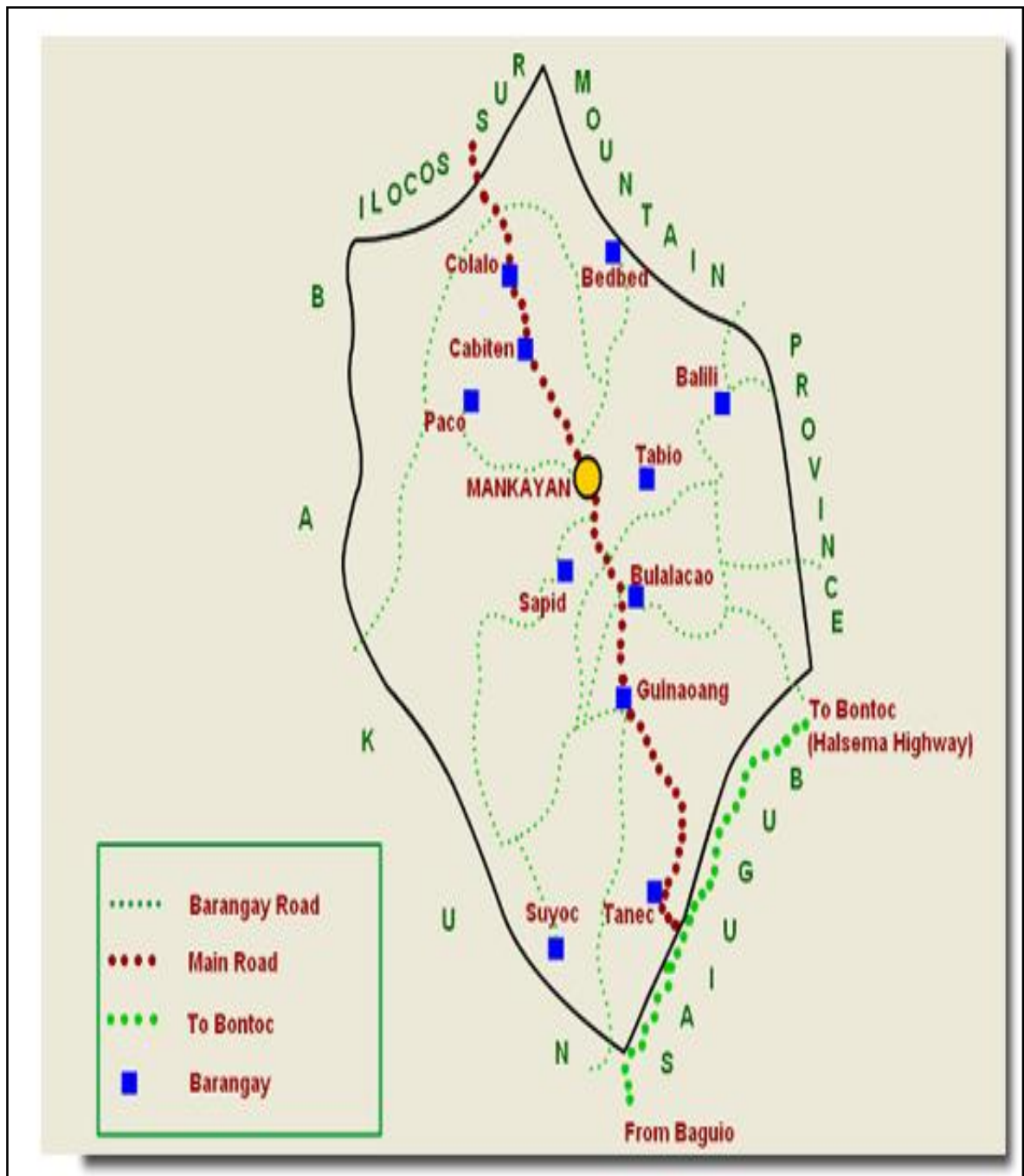
Figure 1. Map showing the locale of the study

Formulation of Fermented Feeds:

Ingredients:

20 kls. Camote or kangkong leaves or any leafy vegetables (chopped)

10 kls. Rice bran

5 kls. Milled corn

5 kls. Banana trunk (chopped)

1 kl. Ipil-ipil leaves (fresh)

3 kls. Pegpeg (d1-broken rice)

3 kls. Rice washing (arasaw)

1 liter ABREX (Abra Extract Micro-Organisms)

1.5 kls. Crude Sugar (Muscovado)

3 cups Fish Amino Acid (FAA)

3 cups Fermented Fruit Juice (FFJ)

How to make FAA:

Mixture:

1 kilo fresh fish or fish gills or snail (kuhol

1 kilo crude sugar (Muscovado Tagapulot) or brown sugar)

½ kilo of Abrex

> * 10 days fermentation in a pail and stored at room temperature

How to make FFJ:

Mixture:

1 kilo ripe fruit (any)

1 kilo of crude sugar (muscovado or tagapulot)

½ kilo of Abrex

> * 10 days fermentation in a pail and stored at room temperature

Procedures in Formulating Organic Feeds:

1. Prepare the ingredients.

2. Chop the camote or kangkong leaves or any leafy vegetables, banana trunk and fresh ipl-ipil leaves.

3. Add the rice bran, broken rice (pegpeg -d1) and milled corn.

4. Mix thoroughly using a shovel

5. Put the rice washing, crude sugar, ferment fish amino acid, fermented fruit juice and Abrex in a container and mix thoroughly.

Figure 2   Minor page of the leaflet entitled, "Organic Fermented Feeds for Pigs"

Figure 3   Content of the leaflet that shows the front and back figure of the material

Respondents of the Study

There were 40 respondents of the study. The respondents were chosen through purposive sampling. The criterion in choosing them was if they are engaged in swine production.

The respondents were chosen base on the highest population of swine raisers in the said area of the study.

Data Collection

An interview schedule was used as a tool for gathering information from the respondents. Some of the questions in the evaluation are based on the instruments of Isiong (2008) from his thesis entitled, "Evaluation of Production Guides used by Agricultural Technicians in Atok, La Trinidad, Benguet".

The questions were translated into local dialect during the interview for the respondents to understand.

Data Gathered

The data gathered include: the socio demographic profile of the respondents; the effectiveness of the leaflet in terms of: content, readability, lay-out and graphics (pictures, tables, diagrams); the perceptions of the respondents on the effects of leaflet to users; the problems encountered by the respondents in using the leaflet and the suggestions of the respondents for the improvement of the leaflet.

Data Analysis

The data collected were tabulated, analyzed, and interpreted using frequency counts, ranking and percentage.

RESULTS AND DISCUSSION

Socio-Demographic Profile of the Respondents

Table 1 shows the respondents socio-demographic profile in terms of sex, age, civil status, number of years in swine raising and their highest educational attainment.

Out of the 40 respondents, thirty six (90%) of them were female and four (10%) were male. Based on the data, age bracket of 32-36 and 42-46 had a total of nine (22.5%) respondents each. The youngest respondents were 27 years old while the oldest was 56 years old. Majority of the respondents were in the middle of 27 to 56 years of age.

Most (95%) of the respondents were married, they are housewives and only two (5%) of them were widow/er.

In the data, 12 (30%) of the respondents were high school graduates and seven (17.5%) of them reached elementary level. This implies that all respondents had a formal education.

It could be noted that 27.5% of the respondents were engaged in swine raising for 2-3 years while half of the respondents were engaged in swine raising for almost 4-7 years. Some respondents said that they started venturing into swine raising when they got married and have nothing else to do during their leisure time.

Effectiveness of the Leaflets

Content. Table 2 presents how effective the content of the leaflet was as a whole as perceived by the respondents. Majority (72.5%) of the respondents agreed that the content of the leaflet has a clear purpose, organized and significant. Thus, in this regard, the printed material's content was effective to the users. This result supports the

Table 1.   Socio-demographic profile of the respondents

CHARACTERISTICS	FREQUENCY (N=40)	PERCENTAGE (%)
Sex		
Male	4	10.0
Female	36	90.0
TOTAL	40	100
Age		
27-31	3	7.5
32-36	9	22.5
37-41	5	12.5
42-46	9	22.5
47-51	8	20.0
52-56	6	15.0
TOTAL	40	100
Civil Status		
Married	38	95.00
Widow	2	5.00
TOTAL	40	100
Highest Educational Attainment		
Elementary Graduate	4	10.0
Elementary Level	7	17.5
High School Graduate	12	30.0
High School Level	6	15.0
College Level	5	12.5
College Graduate	6	15.0
TOTAL	40	100
No. of Years in Swine Raising		
2-3	11	27.5
4-5	10	25.0
6-7	10	25.0
8-9	4	10.0
10-11	4	10.0
12-13	1	2.5
TOTAL	40	100

Table 2.   Ratings of the respondents on the content of the leaflet

CITERIA	AGREE		DISAGREE		TOTAL
	f (n=40)	%	f (n=40)	%	%
Clear purpose	29	72.5	11	27.5	100
Organized	29	72.5	11	27.5	100
Significant	24	60.0	16	40.0	100

statement of Wilson (2007) that one of the major contributors to a good first impression is how easy your content to read. Content should have a clear message and purpose.

However, when the researcher was in the middle of asking the respondents about their rating in the leaflet's content they already implied that the leaflet cannot easily understood without the researcher's assistance. It occurred to them that the leaflet cannot be used as a reference because it is incomplete.

Typography. Table 3 shows that almost all (97.5%) of the respondents agreed that the leaflet is clear, readable and was easily understood. Also, majority (95%) of the respondents said that the material has thick and big letterings and the words were easily determined meaning, the spacing of the words were identified right away.

These findings confirm the statement of Cadiz (1991) that in the lettering of any material, the material will be easier to understand if proper sizes of text are used. Also, Cadiz added that in using simple letterings without tails/serifs, one should consider the spacing since this contributes to the readability of a material.

Some of the respondents stated that the typography of the leaflet is just fine because according to them, they still have a good eye sight and not to old to read the

Table 3.   Ratings of the respondents on the typography of the leaflet

CRITERIA	AGREE		DISAGREE		TOTAL
	f (n=40)	%	f (n=40)	%	%
Clear and readable	39	97.5	1	2.5	100
Easily understood	39	97.5	1	2.5	100
Thick and big letterings	38	95.0	2	5.0	100
Words easily determined	38	95.0	2	5.0	100
Background enhances readability	33	82.5	7	17.5	100

material without glasses. Only two, the oldest among the respondents disagreed that the letterings of the leaflet were thick and big.

Layout. Table 4 presents the rating of the respondents on the layout of the leaflet. Most of the respondents said that the layout of the production guide was well organized, neat and shows unity/harmony. This outcome satisfies the report of IRRI (1990) emphasizing that lay outing should apply the principles of balance, unity, simplicity, emphasis and contrast.

Most (82.5%) of the respondents said that the layout was simple. This result does not apply the statement of Cadiz (1991) that in general, two types of layout maybe employed, the symmetrical and asymmetrical. Symmetrical layouts evenly distribute the visual element in two sides of the given axis, whether vertical, horizontal or diagonal. Asymmetrical layouts achieve an uneven weight distribution of elements on a given space.

Table 4.   Rating of the respondents on the layout of the leaflet

CRITERIA	AGREE		DISAGREE		TOTAL
	f (n=40)	%	f (n=40)	%	%
Neat	37	92.5	3	7.5	100
Simple	33	82.5	7	17.5	100
There is unity/harmony	25	62.5	15	37.5	100
Well Organized	23	57.5	17	42.5	100
Well developed and shows preparedness	16	40.0	24	60.0	100
Artistic	9	22.5	31	77.5	100

Some of the respondents who reached college level and those who graduated commented that the leaflet is too simple compared to the leaflets they saw during their college days.

In addition, most of the respondents also said that the leaflet was not developed well and does not show preparedness because some of them said that pictures were not well edited and not very clear to the readers. These findings agreed to the statement of

Thorse (1994) that pictures can function as a blocking element that inhibits the development of an association between the written word and its spoken response and it may mean in many different ways, as well as mean in different things.

Graphics. Table 5 presented that most of the respondents agreed that all items are important on the leaflet (72.5%), the leaflet had appropriate graphics (70%), the graphics are eye catching (70%) and the graphics stimulates interest (62.5%).

Although this is the result of the evaluation, most of the respondents who agreed on the graphics are those who have highest educational attainment of elementary level to high school graduate.

In contrast, majority of the respondents said that the graphics and its labels are not easily understood (25%) since there are no labels written below each graphics. They added that the items should be labeled to help them easily identify the pictures in the leaflet.

This result contradicts the statement of Eunson (2005) that within the visual itself, different parts-lines, slices of a pie, and so on can be labeled using words placed within the graph or figure, or lines from different parts leading to explanatory words.

Some (40%) of the respondents said that the graphics were not easily identified.

Table 5.   Rating of the respondents on the graphics of the leaflet

CRITERIA	AGREE		DISAGREE		TOTAL
	f (n=40)	%	f (n=40)	%	%
All items are important on the leaflet	29	72.5	11	27.5	100
Use appropriate graphics	28	70.0	12	30.0	100
Graphics are eye catching	28	70.0	12	30.0	100
Graphic stimulates interest	25	62.5	15	37.5	100
Graphics are easily identified	16	40.0	24	60.0	100
Graphics are easily understood	10	25.0	30	75.0	100
Labels of the graphics are easily understand	9	22.5	31	77.5	100

Most of the graphics shows some ingredients of the feeds that are not familiar to the respondents. This result did not meet the statement of Eunson (2005) that successful communication is critically affected by the way in which you present the data, or its look. Some ideas can be conveyed more effectively using graphic or visual communication techniques.

Problems Encountered in Using the Leaflet

Table 7 shows the problems encountered by the respondents in using the leaflet. More than half (67.6%) of the respondnets said that the number one problem they encountered in using the leaflet was that the sentences and words used in the leaflet was not easily understood. The names of the ingredients of the feeds were difficult to understand by the respondents because they are not familiar to these names.

In the ranking of the result, it shows that the second problem encountered by the respondents were the information in the leaflet. The IEC material does not supplement all the information needed by the respondents. They said that they need more details about the organic fermented feeds.

For this result, it contradicts the statement of Cadiz (1991) that manuals, handbooks, brochures and leaflet provide details about a learning task, such as technology in technology transfer, and they provide enough practical information that technology user need so that they can correctly apply an innovation. Oftentimes, the type of publication required depends on how extensive is the message or the learning task to be learned.

Table 7.   Problems encountered by the respondents in using the leaflet

CRITERIA	PERCENTAGE	RANKING
Not easily understood	67.5	1
Not enough information	60.0	2
Dull color of the picture	12.5	3
Small size of the leaflet	10.0	4
Font style and size is small	7.5	5

*Multiple responses

Respondents' Suggestions for the Improvement of the Leaflet

Table 8 shows the summary of the suggestions of the respondents for the improvement of the leaflet as a whole. In the ranking, the words should be simplified rank as the first in the suggestion of the evaluators. Most (67.5%) of the respondents said that the words used in the leaflet was difficult to understand. For these reason, during the interview, respondents even ask for the researcher's assistance to explain some words in the material.

This result supports the study of Hung and Hsien (2007) wherein they stated that comprehensibility dropped as they increasingly struggled toward the end of the texts. Possibly, instead of using extensive reading strategies, such as contextual guessing, the participants immediately sought for help whenever they stumbled across words they did not understand.

More than half (60%) of the respondents suggested that the words used in the leaflet and the ingredients in making the organic fermented feeds should be explained

Table 8.   Suggestions of the respondents for the improvement of the material

SUGGESTIONS	PERCENTAGE	RANKING
Words should be simplified	32.5	1
There should be enough information	27.5	2
The language should be localized	17.5	3
Make it more artistic	15.0	4

well. The respondents also added that there should be enough information in the leaflet. They commented that the information that was provided in the material was incomplete.
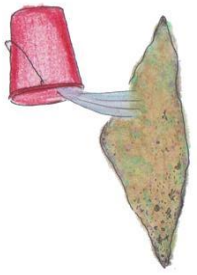
Improved Version of the Leaflet

The improved version of the "Organic Fermented Feeds for Pigs" leaflet has a size of 8.5"x 13, it is composed of three columns, and the font size were font 12 and the type of letters were Times New Roman. A white background is used in the material. The improved leaflet used drawings to illustrate the ingredients and procedures in making the organic fermented feeds. These revisions on the leaflet were based on the suggestions of the respondents for the improvement of the leaflet. The researcher used local dialect in the material (See Figure 4 and Figure 5)
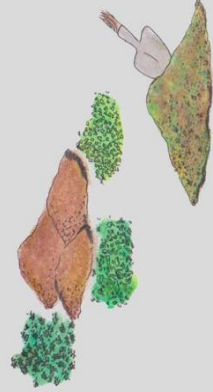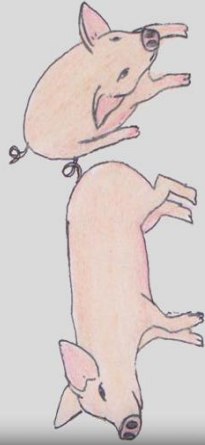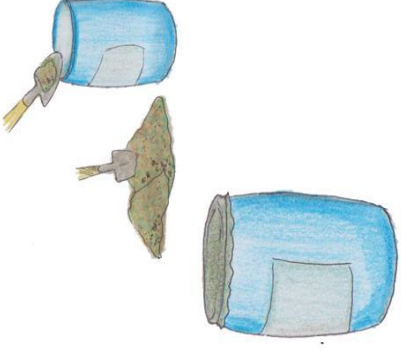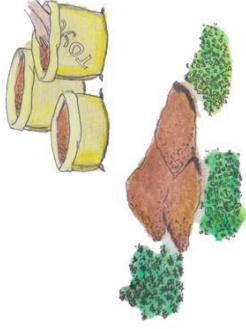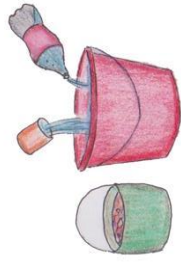
Figure 4.   Revised content of the leaflet that shows the outer page of the material
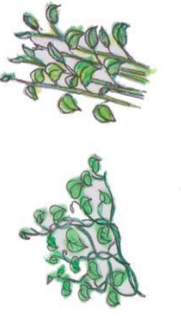
PANANGARAMID ITI FERMENTED FEEDS

Ingredients:

2O klg Bulong iti camote wennu saan ket kangkong wenu anyaman nga nateng (natadtad)

10 kg Toyo

5 kg naburbor nga mais

5 kls Ubbak ti sabba

1 klg Bulong ti Ipil-ipil

3 kg Pegpeg (d1-brocken rice)

3 kg arasaw

1 liter ABREX (Abra Extract Micro-Organisms)

1.5 kg asukar

3 cups Fish amino acid (FAA)

3 cups Fermented fruit juice (FFJ)

PANANGARMID ITI FAA:

Mixture:

1 kg kuhol

1 kg Muscovado, Tagapulot wenu brown sugar

1/2 kilo of ABREX

*10 nga aldaw nga paalsaen (ferment) kal-pasanna idulin iti kalkalaingana a tempera-tura (room temperature).

PANANGARAMID ITI FFJ:

Mixture:

1 kg nga naluom nga prutas

1 kg Muscovado, Tagapulot wenu brown sugar

1/2 kilo of ABREX

*10 nga aldaw nga paalsaen (ferment) kal-pasanna idulin iti kalkalaingana a tempera-tura (room temperature).

PANANGARAMID ITI ORGANIC FEEDS

1. Isagana amin nga kasapulan.

2. Tadtaden diay bulong iti camote/kangkong wennu anyaman a nateng, ubbak iti saba ken bulong iti ipil-ipil

Figure 5   Revised inner page of the leaflet entitled, "Organic Fermented Feeds for Pigs"

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The study was conducted to evaluate the "Organic Fermented Feeds for Pigs" leaflet from Agricultural Training Institute in the Cordillera Administrative Region (ATI-CAR) in Benguet State University.

Specifically, the study aimed to determine the socio demographic profiles of the respondents; determine how effective are the leaflet in terms of content, typography, lay-out and graphics (pictures, tables, diagrams); determine the problems encountered by the respondents in using the leaflet; determine the suggestions of the respondents for the improvement of the leaflet; and produce an improve version of the leaflet.

Conclusions

Based on the findings, the following conclusions were drawn:

1. A leaflet that has a clear content, readable, has a good layout and used usual graphics contributes to its effectiveness.

2. Stakeholders prefer leaflets with simplified words, localized language and with artistic presentation.

3. Stakeholders perceive leaflets as effective if it contains sufficient information on the topic it presents.

Recommendations

1. The leaflet maybe improved in terms of content, typography, lay-out, and graphics (pictures, tables, diagrams).

2. The leaflet may use simple words for the respondents to easily understand the topic and should be translated to local dialect.

3. Brochure can also be produce for more detailed description of the 'Organic Fermented feeds Leaflet".

4. The leaflet should be pre-tested to other areas.

5. The leaflet maybe evaluated by experts, layout artists and graphic designers.

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