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Annex A: Typology of EEA Partners and Leverage Contributions

Acronyms

ARMM	Autonomous Region of Muslim Mindanao
CSR	Corporate Social Responsibility
DCCCI	Davao City Chamber of Commerce Inc Foundation
DOLE	Department of Labor and Employment
DSWD	Department of Social Welfare and Development
EEA	Education and Employment Alliance
EU	European Union
FLEMMS	Functional Literacy, Education and Mass Media Survey
IYF	International Youth Foundation
LGU	Local Government Unit
MIAP	Metal Industries Association of the Philippines
NGO	Non-government Organization
NSCB	National Statistical Coordination Board
OJT	On-the-job Training
OSY	Out-of-school Youth
STI	Systems Technology Institute
TESDA	Technical Education and Skills Development Authority
USAID	United States Agency for International Development
YPS	Youth Productivity Services

Executive Summary

The Philippine Government estimates that there are roughly 12 million out-of-school youth in the Philippines representing fifty percent of the total youth population.¹ This is a sector rarely assisted by government programs, yet often cited for being responsible for crime, drug use and other negative behavior. In response to this challenge, the Education and Employment Alliance (EEA) Philippines program was launched in February 2006 to equip out-of-school youth in Mindanao with the necessary employability skills and help them become productive workers and entrepreneurs. In partnership with leading non-governmental organizations (NGOs), EEA has provided integrated technical education training to 3,036 out-of-school youth (of which 2,669 graduated) over its three-year project period. The summative evaluation was conducted to determine the overall value of the public-private alliance approach used, and the effect of employability skills projects on youth and their families.

Based on the analysis of program evaluation data and interviews with participants, employers and implementing partners, this study shows that the program was successful in providing demand-driven skills training and placing youth in jobs. A total of 1,961 youth or 73% of graduates have become either employed or self-employed. Nine graduates are continuing their education. EEA's job placement success exceeds national benchmarks and is attributed to the ability of partners to help fully prepare graduates for the job market by providing both technical and soft skills and equipping them with government certificates, as well as the industrial knowledge of partners, their active liaison with the target industries, networking with employers to find job opportunities, and using corporate social responsibility as an entry strategy to access jobs for the youth.

The study also finds that EEA was effective in forging public-private alliances to mobilize community resources, provide relevant skills training and placing youth in jobs. More than 110 institutions, agencies and private corporations partnered with the alliance on both national and local levels in support of youth employability. The evaluation discovered that using the alliance approach was regularly regarded as the key reason why partners felt that their projects succeeded. In this regard, the alliance based approach to programming appears to foster creativity, sharpen management focus, and help promote cost effectiveness. Nonetheless, building alliances around youth employability programs does pose challenges, and partners also acknowledged the difficulty of building an alliance, in convening meetings, troubleshooting among multiple partners, and engaging alliance members in resolving operational issues of the program.

A concerted focus on alliance building also brought tangible benefits to all donors to programs, with the overall program receiving a total of \$1,802,681 in leverage contributions of which \$778,723 represented cash contributions and \$1,023,958 included in-kind contributions. This was against seed funding provided by USAID to the projects of approximately \$600,000, and the program achieved a leverage ratio of 2.5:1. From a sustainability perspective, the multiplicity of partners working together seems to have provided important avenues for building on successful programs and promoting long term sustainability of efforts. In this regard, in addition to the six projects supported by EEA directly, at program end a seventh program was initiated, which is a spin off or replication of the EEA approach that has been adopted by the Philippine government. In this effort, known as the Youth Productivity Services (YPS) program, the Philippine government is seeking to utilize alliance building methods in nine municipalities in the province of Misamis Oriental to encourage local ownership over initiatives and training that is directly relevant to local needs. As such, while early in implementation, it appears that through this avenue, significant numbers of out-of-school youth can be added to EEA's efforts to promote access to relevant technical skills training and find jobs.

In other areas, the study shows that youth were largely satisfied with the quality and relevance of training provided and rated their training as either "good" or "excellent." However, they were not as satisfied with the quality of internships received, citing the need for stronger and more structured on-the-job training programs. The employers who provided on-the-job training to the youth or employed them were similarly positive in their evaluation of the youth. Suggestions for improvement include: providing regular follow-up support to new workers on the job, more on-the-job training by companies, training in advanced skills and further basic knowledge such as reading engineering plans or learning specialized welding skills.

Parents or relatives of the youth were also seeing changes in the attitudes and behavior of the youth, which have set examples for other siblings in a family and for out-of-school youth in the community. The study finds that a majority of youth are remitting their wages to their families. As a result, more than half of the youth felt, their finding a job has improved the lives of their families. EEA graduates who were out-

¹ National Youth Commission, Office of the President, 2003 (projected)

of-school youth now feel confident, positive about their futures, and know they can keep decent work utilizing their newly acquired skills and government trade licenses. Additionally, companies that have hired EEA graduates find that trained out-of-school youth can perform as well as high school graduates if not better, thereby helping them shift their views on working with disadvantaged youth.

In conclusion, this study finds that the EEA Philippines program, after three years of implementation, succeeded in meeting all of its intermediate objectives of building alliances, training youth and opening access to on-the-job training, apprenticeship and employment for youth. It engaged families of youth and local government officials in the program which has helped sustain program results. On the last intermediate objective of family engagement, this became a natural consequence of targeting out-of-school youth as their families had to be involved actively in the program for it to succeed. While these results are quite positive, it is also important to note alliance building did prove challenging in some important respects. In particular, partners argued that the time of the program was too short to build an alliance, and implementation was sometimes shortened by longer timeframes for project design. Additionally and more generally, issues that needed further development include: creating more effective ways of linking skills and jobs; addressing specific challenges of working with at-risk youth; developing better programs for apprenticeship and on the job training; and better leveraging lessons learned to launch a program of policy advocacy and reform that could make youth employability a critical issue for national and regional governments.

Section I: Introduction

The Education and Employment Alliance (EEA) program in the Philippines was implemented by the International Youth Foundation (IYF) and Consuelo Foundation, Inc. (CFI) to help at risk, out-of-school youth in Mindanao gain skills to access the job market or establish livelihoods. The program, implemented from late-2005 to mid-2009 aimed to use an alliance-building approach, deliberately seeking to leverage and combine the skills and resources of partners from the public, private and civil society sectors, to ensure program results and sustainability. While public private partnerships have been common features in Philippine development projects, and training and jobs are indicated for most vocational technical training programs, these elements had not been previously combined to ensure successful job training programs to a particularly vulnerable group, out-of-school youth in Mindanao. Generous funding support from the United States Agency for International Development (USAID) made possible this effort by EEA Philippines to explore innovative ways to combine these elements to effectively train at-risk youth and help them find work.

When EEA was launched in late-2005, only a few private and government agencies were addressing the problems of out-of-school youth. There was no formal measurement of the extent of the problem of idle youth who dropped out of formal schooling due to poverty, conflict and family problems. However, being out-of-school was recognized as one reason why young men were joining the armed conflict in Mindanao. To begin the program, a Mindanao Youth Labor Study was conducted that revealed the mismatch between the entry level skills required by industries for employment and what graduates of traditional Technical/Vocational Education Training (TVET) courses offered. It scanned opportunities where EEA could build on and design six innovative programs for integrated employability skills training. This evaluation study sought to capture the program learnings generated by these innovative pilot projects which used the alliance approach to pursue employability among at-risk youth in Mindanao.

A. Evaluation objectives, design scope and methodology

The final evaluation of EEA Philippine program has been conducted as part of IYF's EEA global evaluation. The goal of the evaluation is to assess: 1) the value and utility of the EEA alliance approach in terms of sustainability and scalability, and 2) the effect of the EEA alliance projects on direct beneficiaries. The first evaluation objective is to assess if and to what extent the program is successful in attaining four key program results: sustained alliances for youth education and employment; improved access to relevant training leading to jobs for youth; improved prospects for employment and entrepreneurship; and affecting positive, indirect effect on their families and communities. A second objective is to understand how the alliances, implementing partners and the secretariat performed on the following key alliance results:

1. The effectiveness of the EEA alliance approach in building partnerships, and promoting sustainable and scalable youth employability programs
2. In-kind and cash resources leveraged for the program through private sector and government partners
3. Number of private sector, government and civil society partnerships formed through the program to jointly offer employment and business development training activities in targeted areas
4. New partnerships, mechanisms and approaches created as a rippling effect of working with EEA programs to support youth employability

The evaluation of the EEA Philippines program was undertaken by Ms. Marcia Miranda, IYF Consultant, between November 2008 and June 2009 using both qualitative and quantitative methods to assess the immediate and mid-term results of EEA Philippines' subgrant projects. Field visits were undertaken from November to December 2008 in all project sites. Ms. Miranda worked closely with project implementing partners who organized focus groups, made appointments with partners, and traveled to administer survey questionnaires in the difficult-to-access areas of Tawi-Tawi and Manguindanao.

The evaluation capped the intensive monitoring of projects under the EEA global monitoring and evaluation framework that had been put in place early in the program. The monitoring and evaluation process was managed by CFI as the lead implementing partner and Secretariat. Throughout the program, in addition to quarterly reports from implementing partners, and field monitoring visits by CFI, EEA implementing partners were convened for special training workshops to share project learnings that were surfacing as a result of regular monitoring and evaluation of progress toward program outcomes.

For the purpose of this evaluation, a total of 169 respondents from six different stakeholder groups were asked to provide insights into how the project was implemented. These were: (a) the alliance partners which included members of the national alliance, steering committee and the community; (b) employers who hired youth or helped by accommodating youth internships; (c) direct youth beneficiaries; (d) trainers, (e) friends and family members of youth; and (f) implementing partners including the Secretariat. Survey instruments were developed to capture their insights and administered in the project areas. The global instruments adapted were translated into Visayan and Tagalog. In addition, focus group discussions of youth and alliance members, and key informant interviews were done to deepen understanding of their responses. A purposive sample of 110 youth, chosen from those who had completed their training and had gained employment, participated in the survey and focus groups. The other survey respondents included nine employers who employed youth of two projects, 19 alliance members, 13 trainers, 12 implementing partners, and six friends and family members from one remote barangay in Maguindanao and the National Secretariat. The findings of an evaluation workshop conducted by the Davao City Chamber were also incorporated in the study.

B. Evaluation Limitations and Challenges

The study was limited in terms of being able to comprehensively cover all the locations where community based training activities were implemented. During the field work, parts of Maguindanao were inaccessible due to renewed conflict and military operations. The project site in Sitangkai could not be accessed by the lead evaluator because of security concerns. For both of these areas, implementing partners administered the survey questionnaires after receiving guidance from the Consultant. A second limitation was the inability to randomly survey youth who had completed the training. The sampling of the youth respondents were purposive for only youth that had completed the program, meaning they had finished the training and been employed. There were limitations in this aspect since not all youth could leave their workplaces to participate in the survey. The respondents were not randomly sampled and were only those who were available during the scheduled field visit. To maximize involvement of the youth, the surveys and focus groups for the youth were administered after work in the evening or on weekends.

Additionally, as discussed in detail in the overall global evaluation, this study is inherently limited by the lack of a fully external evaluation of program outcomes. As noted in the global introduction, given both resource constraints and the desire to leverage the broad experience of program participants to fully compare and contrast approaches used in the different countries for governance, program design, leveraging of resources and other elements, a strategic decision was made to utilize participants in the overall program to support this evaluation. In the interest of promoting learning and improvement, the EEA teams have done their best to express challenges and problems within programs and the alliance structure, grounded in the reality of their experience in the program; however, the study does have this inherent limitation, which is important to disclose fully.

C. Project Summary

Over its three-year project period, a multi-leveled alliance building approach was developed to design and implement six integrated workforce development training projects to help out-of-school and at-risk youth in Mindanao. More directly, the goal of EEA Philippines has been to develop community-based partnerships and alliances that pilot, expand and sustain innovative education and employment programs for at-risk and out-of-school youth. In reaching this overall goal, the program has sought to meet the following program objectives:

1. To develop a sustainable alliance structure and pilot innovative partnership activities that expand relevant education and employment opportunities among disadvantaged youth, and
2. To develop and test models of sustainable public-private alliances, and those that promote best practices for the use of technology to improve the quality of education at all levels, both in and out of school.

As it constructed alliance based programs, EEA Philippines created six workforce development programs that were ultimately targeted to reach a total of 2,958 at-risk and out-of-school youth in Mindanao, a region where development has been skewed by war and poverty. In doing so, it also attempted to create concrete manifestations of the value of public-private alliances, by leveraging the initial USAID seed funds of \$617,968 at a ratio of 3:1 through collaboration between global, national and community alliances.

Problem Statement

Mindanao is the second largest island in the Philippines with a population of 18 million. It is a land of abundance and opportunity, but untapped because of years of war and conflict. The Mindanao war has been described as a five-century struggle that is the second oldest on earth.² The impact of this strife is seen in the high poverty incidence in Mindanao. In 2003, almost 23.8 million people lived below the Philippines' poverty threshold of slightly over US\$ 100 a month. This represents 24% of Philippine families and 30% of the entire population. In addition, the country suffers from one of the highest levels of income inequality in Asia, with the poorest 20 percent of the population accounting for only five percent of total income or consumption. Fourteen of the poorest Philippine provinces are in the island of Mindanao. The poverty in Mindanao is sharply felt in areas which have been affected by conflict.

In these areas, education is seriously affected. In some conflict areas, the ratio of students to classrooms is at 83 to 1. Correspondingly, while the Philippines boasts of a literacy rate of 93.7% for males and 94% for females, in Mindanao, literacy rates for Central Mindanao were 85.9% for males and 88.89% for females while in ARMM, it dropped to 71% for males and 69.4% for females.³ The dropout rate in Mindanao is also the highest in the Philippines at 12%, compared with 6.1% for the island of Luzon and 7.3% for the Visayan Islands. Some conflict affected parts of Mindanao have dropout rates of 23%.

The percentage of out-of-school youth (OSY) is also the highest in Mindanao at 23.1% compared to the national average of 14%. While out of school, Mindanao youth find that they are unable to find jobs, which is the main reason cited for dropping out. A USAID study estimates that on average, youth unemployment in post-conflict areas is approximately six to seven times higher than the national average. In the ARMM provinces, youth unemployment is 42%, compared to the overall national adult average of six percent and youth national average of 16%.⁴

In an effort to overcome the challenges of poverty, high youth unemployment and prolonged conflict, the Education and Employment Alliance program in the Philippines sought to provide the necessary training to out-of-school youth (OSY) to find jobs and prepare them to succeed in a knowledge-based economy as responsible, productive adults. The training was matched to meet the job needs in Mindanao such as agriculture, fisheries, services and self-employment. Programs also provided employability and life skills, such as literacy and numeracy, inter-personal communication and conflict management to build the intangible skills so important in the workplace and in life. Particularly in conflict and post-conflict areas, EEA programs were designed to be sensitive to the needs of OSY who often faced significant barriers to employment. Employers were often reluctant to hire out-of-school youth, particularly those who did not have a high school diploma and had minimal or no prior work experience.⁵

The problem of OSYs has been connected to the growth in terrorist activities as youth had the propensity to join in the conflicts that surrounded them. Youth spoke of the poverty that forced them to drop out of school, leaving them with few or no marketable skills and vulnerable to recruitment by armed militias, kidnap by gangs and drug traffickers. With low self-esteem, many youth could not envision a future. More positively, however, the youth surveyed placed education at the top of their list of priorities, citing it as a viable solution to their problems and the passport to a better future.⁶ Education was important to youth in conflict areas. They said that education introduced a daily routine and a sense of purpose and order in their lives. It helped them earn respect and prestige in their communities. Older youth were keen on non-formal education and skills training that would help them get remunerative employment. Irrespective of whether they chose formal or job-linked training, the youth saw access to education as one of the first steps in resuming control of their strife-affected lives.⁷

The Philippine Experience in Assisting the OSYs through Alliances

Among the many development programs in the Philippines, there are only a few that focus on youth employability, despite the fact that about forty percent of the Filipino youth drop out of school before they acquire their high school diploma. A majority of youth programs have focused on in-school youth, and

² Salvatore Campo and Mary Judd. *The Mindanao Conflict in the Philippines: Roots, Costs and Potential Peace Dividend*. Social Development Papers. World Bank. Feb 2005.

<http://quickplace.emindanao.org.ph:9080/StaticProjectPage/pdf/Roots.pdf>

³ FLEMMS Survey. National Statistics Office. 2003

⁴ USAID/Asia and Near East Bureau. *Jobs for the 21st Century: Synthesis Paper*. June 2007

⁵ USAID/Asia and Near East Bureau, USAID/Philippines. *Jobs for the 21st Century: Philippines ARMM Assessment*. December 2005.

⁶ Rajendran, Shobhana. *The Impact of Armed Conflict on Male Youth in Mindanao*. World Bank. July 2006

⁷ Ibid.

initiatives to assist in the development of the OSY have come from only a few private institutions. A study conducted in 1999 by Consuelo Foundation, funded by International Youth Foundation and the World Bank, showed that in addition to the need for more organizations to train OSY for employability and or provide them with alternative learning system, there was also the need for a more organized participation of the private sector, especially the business community. It was noted that most business entities limited the operations of their corporate social responsibility projects to areas where they operated and/or those that can be directly linked to their businesses. With the prevalence of poverty and the resulting high incidence of out-of-school youth in Mindanao, the EEA program became an urgent need.

Analytical Review of EEA Philippines Project Achievements

As of 31 March 2009, through six projects, a total of 3,036 at-risk youth (vs. 2,958 targeted) were trained in technical and entrepreneurship skills, of which 2,669 youth graduated. Of these graduates, 1,794 youth found employment and 167 established micro businesses. When compared against program targets, the results are positive. From these graduates, 1,794 or 67% of graduates found jobs and six percent of graduates set up small businesses within six months. The job placement rate surpasses national benchmarks set by TESDA, the government technical training agency.

The innovation of EEA was to bring technical training to remote and difficult to reach communities and enroll at-risk and out-of-school youth. To do this, NGO partners adapted government approved curriculum to be community-based and mobile, trained new teachers and operated with flexibility to reach remote islands of Sitangkai, or inland to the hills of indigenous tribes people and conflict affected communities or in municipal spaces. A total of 103 trainers were identified from the community and further trained or certified with the government TESDA⁸. The projects were implemented by six implementing partners, all non-profit organizations, of which two were industry associations. The alliances that operated during the project were multi-tiered. At the top tier was a national alliance and steering committee based in Manila. This alliance was supported by the Consuelo Foundation as National Secretariat, with the responsibility to engage the national alliance in supporting and approving the design of projects, leveraging resources, and assisting in sustaining and taking successful projects to scale. As projects were designed and implemented, they were overseen by the Consuelo Foundation – however, each looked to also create within the partnership, a community based alliance that would support the program technically and financially, as well as employ youth. In the end, more than 110 institutions, agencies and private corporations were tapped to help the projects from early 2006 to 2008. A measure of its success was the resources that were leveraged as of March 2009. Against USAID seed funds of \$617,968, the project leveraged a total of \$778,723 in cash and \$1,023,958 in in-kind contributions. There were seven EEA projects at program end. Six of which were funded by EEA IYF and one was a spin off or replication of the EEA approach with joint support by the national and local governments. Summaries of these seven projects and their achievements are presented below.

(1) Civil Trades Training for Ex-Combatants in Mindanao Phase I and II (April 2006-June 2008): This project has provided vocational skills and job opportunities to ex-combatants and disadvantaged youth from communities displaced by war. It was implemented in two phases and provided 735 OSY in Mindanao and Luzon training in construction skills. A total of 724 youth completed the training of which 426 have been placed in jobs. Of 426 youth who secured jobs, 75 youth have been employed in the construction of school buildings which is funded by the Petron Foundation under EQUALLS and ten youth are working in Chevron-sponsored elementary schools. The project was implemented as a partnership between Habitat for Humanity and the EEA Implementing Partner, Alterplan.

(2) Enhancing the Capacity of Davao Out-of-School Youth in Agriculture Production (August 2006-May 2008): The project has trained 180 OSY in food production and processing, fruit production and organic vegetable farming. The program was supported by an alliance of academic institutions, local governments and their line agencies led by the Davao City Chamber of Commerce and Industry. The project ended in May 2008; however, the Davao Chamber of Commerce is continuing the program as a corporate social responsibility (CSR) initiative, albeit on a limited scale, responding to city communities that wanted to improve skills of their youth. Since EEA funding ended, the project has trained 100 additional youth.

(3) Integrated Agri-Fisheries Entrepreneurship Training for Rural Youth in Mindanao Phase I and II (August 2006-June 2008): The project has focused on youth entrepreneurship among out-of-school youth

⁸ TESDA or the Technical Education and Skills Development Authority is a national government agency under the Department of Labor that formulates manpower and skills plans, sets appropriate skills standards and tests, coordinates and monitors manpower policies and programs, and provides policy directions and guidelines for resource allocation for the TVET institutions in both the private and public sectors. <http://www.tesda.gov.ph>

in remote communities, often conflict-affected. Entrepreneurship training and business mentoring was provided to 359 marginalized OSY – the majority of whom were women. Phase II of the program dedicated funds to finalize and develop a manual for the innovative entrepreneurship curriculum. Second, 150 young entrepreneurs received additional mentoring from the business sector. Third, the curriculum was endorsed by the Technical Education and Skills Development Authority (TESDA), an important step in promoting the widespread and long-term use. Start-up capital was secured for 33% of trainees.

(4) Integrated Small Engine Repair in ARMM: Marcellin KAPATID Program (August 2006-October 2008): The project has focused on helping urban, poor OSY and youth in conflict. A total of 375 disadvantaged youth were trained, initially in small engine repair then in basic welding and 225 youth have been placed in jobs. The trainings were community-based and in three topic areas: basic welding and small engine and automotive repair; math, reading, English; and life skills. With \$56,000 in financial support from Chevron Philippines, the project has established three training sites or “service centers” where trainees are employed as center mechanics. The project will use other sources of funding (including Chevron funds) to continue community-based training activities in other barangays in General Santos and Saranggani province in FY2009. Marcellin is recognized by local barangays as an effective provider of community-based technical training and intends to use this as leverage in finding avenues to continue providing employability training for youth.

(5) Empowering Youth to Modernize the Seaweed Industry in Tawi-Tawi (June 2007-August 2008): This project has trained 1,042 disadvantaged youth to become skilled and active participants in Tawi-Tawi’s seaweed industry. The goal of the one-year project was to increase the productivity of seaweed farms to compete in the growing global seaweed market. It targeted Muslim youth who lived in remote water villages with limited access to basic education. The project also adapted the curriculum for selected EQuALLS program sites in Tawi-Tawi and trained 100 youth in seaweed production last quarter. Local partners also implemented the recently-approved project funded by a German Foundation, *Kindernothilfe*, to continue the training. The seaweed associations, of which program graduates are part of, continue to receive technical and financial assistance from the Philippine Development Assistance Program under a larger enterprise program for the seaweed industry of Sitangkai, Tawi-Tawi.

(6) Metal Works Industry Association of the Philippines (MIAP) Plus Phase II (April 2006- June 2009): This project built on the successes of phase I where 120 out-of-school youth in Misamis Oriental were successfully equipped with critical academic, life and technical skills required for employment. Phase II trained over out-of-school youth in welding, academic subjects and life skills. MIAP is recognized for its demonstrated ability to provide basic skills training and job placement by offering advanced welding training, life skills and intensive academic training through the Department of Education’s Alternative Learning System (ALS). In terms of sustainability beyond EEA, MIAP is committed to mobilizing local resources to continue to provide technical training to youth and prepare them to work in the local metal works. In addition, MIAP plans to institutionalize its training interventions through its Metal Village project within the Phividec Industrial Zone in the province.

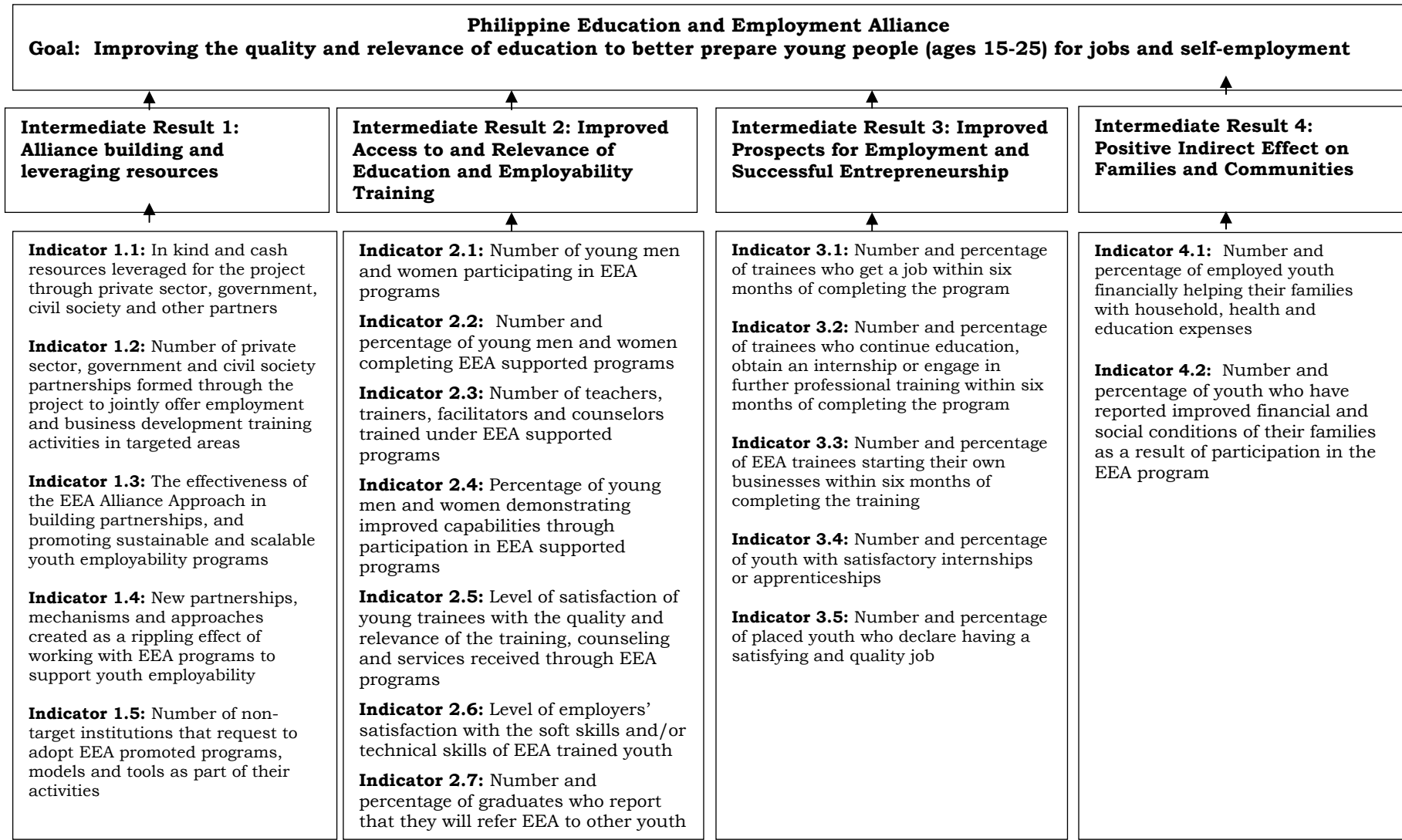
(7) Youth Productivity Services (YPS) Program (October 2008-Present): The Youth Productivity Services program is modeled on EEA and launched as a pilot of the national government following advocacy by EEA and IYF. The success of the YPS is seen to sustain the work of EEA Philippines to help out-of-school youth access training and employment. The scheme will be tested in nine municipalities in Misamis Oriental in partnership with the EEA Partner, MIAP. It will support nine municipalities in Mindanao to develop their own community supported employability programs for youth through alliance building training and government capacity building workshops. The target for the pilot which will run for two years until 2010 is to train 450 out-of-school youth in various technical, life and employability skills. The government has allocated \$151,600 to fund the program across nine municipalities. Different from the EEA projects, the training areas are varied, such as welding, masonry, electrical installation, plumbing, physical therapy, and culinary arts. Labor market assessments were completed and five municipalities have initiated welding and culinary arts trainings. Assuming success of the provincial pilots, they will be used to encourage other local governments to adopt the approach.

The following section presents the results framework that EEA Philippines built upon in order to achieve three immediate results:

1. Alliance building and leveraging of resources
2. Improved access to and relevance of education and employability training
3. Improved prospects for employment and successful entrepreneurship

The fourth intermediate result was added as part of the summative evaluation to determine whether EEA had any indirect effect on youth’s families and communities, and if so, to what extent.

Section II: EEA-Philippines Results Framework



Section III: Findings and Analytical Review of Program Achievements

Intermediate Result I: Alliance Building and Leveraging Resources

Summary of Intermediate Result One Findings

In summary, the evaluation has found under Intermediate Result I that the use of the alliance approach has been an important determinant in the effective and efficient implementation of EEA Philippines employability projects and achieving optimal project results. A significant benefit of the alliance approach has been in the mobilization of resources, both in-kind and cash, which enabled EEA to deepen program effect. The Philippine program mobilized \$2.50 for every \$1 in seed grants. However, it is also important to note that the short project time span affected the ability to build up strong commitment among partners whose mandates were not devoted to helping disadvantaged youth. Nonetheless, EEA Philippines has shown that once models are efficiently operating on the ground, it becomes easier to advocate for more support from partners across sectors, particularly as demonstrated by the National Government's Department of Social Welfare Development adopting the EEA program, which is now known as the Youth Productivity Services (YPS) program.

Introduction

On 2 February 2006, the Consuelo Foundation, one of the leading non-government organizations in the Philippines and a key partner of the International Youth Foundation, convened twelve private and public institutions to be part of the National Steering Committee for EEA. The national committee was composed of:

- Two representatives from the Government: the Department of Education – Bureau of Alternative Learning Systems, and Technical Education and Skills Development Authority or TESDA
- Four representatives from the private sector: Caltex Philippines, Pilipinas Shell Foundation, Globe Telecom and the Makati Business Club
- Four representatives from local NGOs: Consuelo Foundation, Don Bosco North Province, Philippine Business for Social Progress and Notre Dame Foundation for Charitable Activities from Mindanao
- Two representatives from international groups: IYF and SEAMEO-INNOTECH

All of these agencies had been involved in training youth but not have significant experience in working with out-of-school youth. Through a series of meetings, the Alliance established the roles of members and envisioned for the National Steering Committee to have three major roles: programmatic approval, resource mobilization and operational support by participating in quarterly meetings and in advocacy and networking events. The organizational structure was also established with a chairperson and two sub-committees: 1) Program Review Committee to review proposals and provide technical inputs before they are fully approved by the Steering Committee; and 2) Resource Mobilization Committee to review and strengthen the EEA leverage strategy. The Committee reviewed and agreed that a request for proposals should be circulated to potential EEA implementing partners. They also affirmed the focus on helping out-of-school youth, ages 15-24, in the island of Mindanao, and approved the project selection criteria. The National Committee also defined “innovativeness,” a key feature of EEA projects, as projects that are new to a target site, with new components and taking an approach to address a specific need. After its establishment in February 2006, the national alliance convened a total of eight meetings. It took three program meetings and four Steering Committee meetings before projects were fully developed and approved for implementation. Its last meeting was in March 2008, after which the projects and Secretariat fund support drew to an end and no further meetings were convened.

The national alliance members assessed that the alliance approach was able to help reach the target beneficiaries and helped develop project management capacities of local implementing partners. National alliance members were experienced in working with public or private institutions and their experience with EEA affirmed their own experiences that the synergy of partnership and pooling of resources substantially enhances program delivery and potential.

Similarly, the six EEA local implementing partners said that the EEA alliance approach had allowed them to amplify the potential of the project in terms of numbers, visibility, and potential for sustainability. Four

of the six partners said that the use of the alliance approach proved “much better” or “better” when compared against traditional development methods. Specifically, the partners said it increased the responsiveness of partner agencies or corporations to share resources, participate in meetings, and find common solutions to problems. The Alliance approach was felt to have brought about better project results, if not “almost assured it.” But partners commented that the approach worked better, if all partners shared strong commitment or belief in the program objectives rather than token participation. By program end, the implementing partners had changed their attitudes towards working with at-risk youth, on youth employability and towards using the alliance approach. Their responses are varied but show common themes. Most of the implementing partners have come away from the project with a new attitude towards working with OSY and to working on development using the alliance approach. When the program started, not all of the EEA NGO partners had youth as their prime focus. After their involvement, they have made institutional decisions to sustain their work with youth. They realized that the youth sector, particularly OSY, were critical to community development in Mindanao, to help build up a skilled labor force that could perform positively at work. By project end, the partner NGOs had changed their perception of at-risk youth, understanding how they could become productive and self-directing instead of vulnerable to lawlessness and recruitment into terrorist bands.

Indicator 1.1: In kind and cash resources leveraged for the EEA program through private sector, government, civil society and other partners

As of June 2009, EEA partners generated \$1,802,681 in cash and in-kind support to leverage the USAID grant of \$617,968 for seed funds, resulting in a leverage ratio of \$2.50 for every \$1 dollar invested in out-of-school youth. This total leverage amount includes contributions from the Secretariat which similarly generated cash and in-kind leverage. The cash leveraged, totaled \$778,723 or 43% of the total, while the total in-kind resource mobilized totaled \$1,023,958, representing 57% of the total leverage. More than 100 community partners participated in different projects. As the projects were implemented and the unplanned expenses cropped up, one significant benefit of partnership was the willingness of partners to help mobilize additional resources. They also appeared increasingly willing to expand project operations and scope to help more youth as success of activities became more apparent. The in-kind donations provided were varied and included classrooms for the lectures, space for training and provision of food during the graduations, building a training center, access to jobs by marketing the youth to members of their associations, use of partner vehicles, bunk houses for the participants, lecturers on specific topics such as Caltex lecturers on lubricants, or facilitating the clearance of trainees so they could find jobs. Personnel time was the resource most frequently provided by alliance members, followed by sharing their social capital through linkages, networks and funds – see Figure 1 below. Alliance members participated in community alliance meetings, attended networking events and worked directly with the youth from their communities. See Annex A for the typology of partners and leverage contributions.

Figure 1: Classification of Resources Provided by EEA Alliance Members

Resources Provided by Alliance Members	Response Frequency	Response Count
Funds	31.6%	6
Personnel Time	84.2%	16
Trainers	31.6%	6
Goods & Materials	36.8%	7
Curriculum Design	26.3%	5
Job Opportunities	26.3%	5
Linkages & Networks	52.6%	10

Source: EEA Philippines Evaluation, November to December 2008, Mindanao

Indicator 1.2: Number of private sector, government and civil society partnerships formed through the EEA program to jointly offer employment and business development training activities in targeted areas

A total of 110 partnerships were formed as part of the process of implementing the project. Partnerships were formed at the community level and among businesses, government, NGOs and included parents of youth. As at risk and out-of-school youth, their needs went beyond the technical training courses. The partnerships primarily involved the sharing of resources, both in-kind or cash. These resources included sharing personnel time to coach youth that needed to take equivalency tests for elementary or high

school, or teaching parents how to raise the additional funds for non-tuition expenses and donating tool kits to start youth onto a career as auto mechanics. The bulk of resources shared were the corporate time to mentor, apprentice and train youth on the job. Partnerships were linked to the community-based alliances which were a unique feature of EEA Philippines.

Indicator 1.3: The effectiveness of the EEA alliance approach in building partnerships, and promoting sustainable and scalable youth employability programs⁹

The Philippine program was found to be effective in implementing the alliance approach and benefiting from the increased resources they were able to mobilize and collective spirit that helped in project implementation. Specifically, the partners through the evaluation survey and key informant interviews cited reasons why the alliance approach helped the EEA in terms of building partnerships, gaining scale and initiating sustainable operations.

Building Partnerships: By using the alliance approach in implementing the project, NGO partners learned to work with sectors outside their traditional network, and in the process, realized they could scale up their program outreach and potential. In their communities, they gained experience, expertise and recognition for their success in working with the youth. They have been contacted to continue what was started under EEA, although primarily by local governments, whose mandate is to provide employment opportunities for unemployed has become more critical in light of the economic downturn. For example, Marcellin is working with a new Barangay and training their youth in welding. The MIAP has begun to work directly with the provincial government to train OSY using the EEA approach. The University partner of the Davao Chamber said that their community outreach methodologies and strategies have been enriched: “We have used the EEA approach and curriculum in implementing a skills training for OSY in Sta Cruz, Davao del Sur with the LGU of Sta Cruz. We have become advocates following the results of the Mindanao Employability study and deepened with our actual experience in the EEA project. It opened partnerships with industry partners, paving the way to employability, which is one area we barely explored in the past.”

Promoting Scalability: Using the alliance approach was cited by partners as a key reason for project success. The partners said that the approach fostered creativity, sharpened management focus and lighter work. However, they also said that it was difficult to convene meetings and engage in sufficient consultation with their alliance members. In this respect, partners cited a lack of dedicated staff for alliance work as one reason for this as well as insufficient outreach and communication to members. All the partners acknowledged the importance of a mind shift from managing a project alone to managing and achieving results with the help of other stakeholders or alliance members. Implementing partners commented:

“Self dependence in implementing development projects is self defeating. You can’t depend only on yourself in any project. A big factor in the realization of the outputs and outcome results of the project has been the partnerships, alliance. It has enhanced and broadened our understanding, framework, and approach to OSY development.”

“Resources are scarce and not one organization or entity can bring about local economic development. Needs and challenges are huge that no one organization can solve these alone. Rural enterprise and industry development is basically a multi-stakeholder approach.”

“Things can be done better in conjunction with other stakeholder partners. Projects implemented by stand alone proponents are most likely to be less successful than those that are conducted

⁹ EEA Philippines defined community based alliances as a group of institutions who were committed to working together and sharing resources to find solutions to community challenges. Community-based alliances (CBAs) were accessible and invited international, national and local decision makers to participate in the development process. They were seen to exist in different forms with different development objectives. Some are formal and based on memorandums of agreement, while others are informal and largely based on verbal commitments. A common characteristic of CBAs was their ability to integrate programs into the community by responding to local needs, generating local buy-in and sustaining programs. EEA Philippines also designed CBAs to be able to (1) Respond to a demand in or around the community for training, employment or economic development.; (2) Bring together capable, respected and committed leaders from all sectors who work together to achieve a common goal; (3) Raise awareness about programs and mobilize resources to sustain activities; (4) Actively involve local government and community leaders to foster local ownership.

using alliances as strategies. Also, peace building in Mindanao is premised on eradicating poverty, marginalization and injustice, issue that can only be resolved by a united populace and a partnership, even social contract between private sector, government and civil society.”

“Working with an Alliance allows us to be creative and innovative through resource-sharing and manpower pooling using competitive advantages. Tasking and complementation can result in better, more satisfying results. Almost all aspects in managing the project are distributed and this makes the project work, lighter.”

Through these surveys, it appears that the alliance approach has changed the way the NGO grantees implemented projects and mobilized resources. Instead of relying on only one institution, the partners found they could count on an alliance of institutions and individuals. Partners said that they have found that time required was cut down in accomplishing activities, in finding resources or identifying advisors to solve problems during project implementation. Among other items cited by survey participants, the alliance was useful in helping youth who were problematic, finding opportunities for jobs, checking that a curriculum was relevant to industry needs and mentoring youth during their first month on the job. By program conclusion, the implementing partners said that they approached EEA problems with the knowledge that solutions could be found through collective thinking and action. One partner tagged a motto for their project - *“tulong tulong vs kami kami”* (working together vs. going it alone).

Sustainability: After USAID funding was completed in March 2009, five projects were still in operation and expected to continue their EEA projects. Their sustainability was supported by having completed a successful project, gained a positive reputation in implementing youth projects, built relations with members of their community-based alliances, and expanded networks. But the sustainability of the project was mainly due to the NGO leaders, who had become convinced in the course of the EEA project, in the relevance of youth employability and alliance approaches. They submitted proposals to donors to expand, replicate or restart their EEA projects; changed their institutional missions; and continued to promote their new capacity to help others implement EEA projects. For example, MIAP plans to include a training center for OSY in the Metal Village Complex they were planning. Alterplan also made changes in their NGO mission to open them up to continuing training of youth in construction skills. Marcellin is being seen by the General Santos City as their resource for youth employability for at-risk youth.

All implementing partners said that the one to two year project time period was short and did not provide the time needed to build a strong and committed alliance. They said their initial efforts had been focused on making the projects work. With a working and successful model, they said it was easier to multiply efforts. Marcellin Foundation found this to be true as barangays approached them to implement similar EEA projects. NGOs said that one problem in expanding their programs was the focus on at-risk youth, which appeals more to social welfare institutions. While such sustainability is an important aspect of the program, long term sustainability is promoted through government buy-in and expansion, as with the nascent effort through the YPS as a pilot project. Figure 2 summarizes the sustainability status of EEA subgrant projects:

Figure 2: Sustainability Status by Project

Project	Program Summary	Partners	Sustainability Status
Civil Trades Training for Ex-Combatants	To equip 900 out-of-school youth of ex-combatants in skilled construction trades such as carpentry, plumbing and masonry and life skills, 754 of these trainees to be placed in jobs	ALTERPLAN, Habitat for Humanity-Philippines, UNDP Act for Peace, local employers	Project continues – because of the need for construction workers and a core project of Alterplan
MIAP Plus	To train 240 out-of-school youth with academic, life and technical skills required for employment in Metalworks and welding jobs in Metalworks Industry Association member companies, and to place 194 of them in jobs	Metalworks Industry Association of Philippines MIAP, Cagayan de Oro Chamber of Commerce, City Government of Cagayan de Oro	Project being expanded and launched as Youth Productivity Services (YPS) project reaching an estimated 450 youth in nine municipalities of Misamis Oriental and also a core activity of MIAP

Project	Program Summary	Partners	Sustainability Status
Integrated Small Engine Repair in ARMM: KAPATID Program	To provide 130 rehabilitated juvenile offenders with basic welding, small engine and automotive repair training at 3 training “service” centers, with 94 trainees expected to secure jobs after training	Marcellin Foundation, Chevron, TESDA, ARMM Chamber of Commerce	Project being expanded to communities and operating in General Santos City with Chevron funds
Integrated Agri-Fisheries Entrepreneurship Training for Rural Youth	To provide 150 marginalized out-of-school youth, the majority of them women, with technical and entrepreneurship training in agri-fisheries production and, in turn, to create 50 social enterprises and 300 new jobs	Kasanyangan Foundation, Local Government Units, TESDA, Zamboanga Colleges	Project stopped due to lack of funds for the next phase
Enhancing the Capacity of OSY in Agriculture Production - Mag-Agri	To equip 180 out-of-school youth with demand-driven skills in food production and processing, fruit production, and organic vegetable production, with 113 to gain employment	Davao City Chamber of Commerce and Industry, Mango Industry, University of Southeastern Philippines	Project continues as Davao Chamber CSR program and in the University of Southern Philippines community outreach program
Empowering Youth to Modernize the Seaweed Industry in Tawi-Tawi	To support integrated technical training education projects for 1,040 in- and out-of-school youth in seaweed production, with 839 to find jobs	Philippines Business for Social Progress, the Philippines Development Assistance Program, Mindanao State University	Project continues with new donor funds and loan program for seaweed farmers from Development Bank of the Philippines

Source: EEA quarterly programmatic reports.

Cost Effectiveness: Under EEA’s global framework, which included a series of both country and global level activities, the overall cost effectiveness of country program’s has been assessed at two levels. The first level of such costs are directly related to country program subgrants, which include both seed grants administered by USAID and leveraged resources contributed by other partners to support EEA country programs. The second level of costs includes Alliance building and program support costs, which include costs related to the functioning of the EEA National Secretariat Consuelo Foundation, local consultants or/country advisors in the Philippines, as well as IYF direct and indirect expenditures attributable to the Philippines program. Each of these cost categories are discussed in more detail below:

Subgrant Project-level Costs: As noted above, subgrant project-level costs include seed funds and leverage contributions invested toward individual projects which typically covered curriculum design or improvement, training, job placement, enterprise development costs, and project specific costs of NGO subgrantees. Projects typically lasted between two and eight months, inclusive of internships and on-the-job training efforts. The amount of seed funding support from USAID toward individual projects is a useful metric to assess cost effectiveness given that such funds are directly focused on implementation of projects, are directly leveraged by investments from other parties, and are best positioned for increased efficiency when additional beneficiaries are added to successful pilot programs. In the Philippines, the USAID support of approximately \$617,968 in seed funds that were coupled with leverage investments of \$1,802,681 reached a total of 3,036 beneficiaries. If all project-level costs are taken in account, this brings the cost to \$797 per beneficiary, of which \$203 was borne directly by USAID and \$594 was shouldered by the alliance partners.

Figure 3: Project-level Costs

Subgrant Project Name	Number of Beneficiaries	USAID Funds	Leverage	Total Project Budget	Cost Per Beneficiary
ALTERPLAN	735	\$ 220,426	\$ 880,032	\$ 1,100,458	\$ 3,032
MIAP PLUS	345	\$ 82,426	\$ 183,351	\$ 265,777	\$ 770
Marcellin	375	\$ 60,135	\$ 202,328	\$ 262,463	\$ 700
Agri-fisheries	359	\$ 70,094	\$ 120,071	\$ 190,165	\$ 530
Mag-Agri	180	\$ 109,893	\$ 175,638	\$ 285,531	\$ 1,586
Tawi-Tawi Seaweed Project	1,042	\$ 74,994	\$ 241,261	\$ 316,255	\$ 304
TOTAL	3,036	\$ 617,968	\$ 1,802,681	\$ 2,420,649	\$ 797

Source: EEA Accounting Records, IYF, 2009.

With respect to individual project costs, it was found that the cost of some technical training interventions were also relatively high due to the expense of consumable materials (welding rods in the case of welding and construction supplies for masons) and a focus on remote areas which increased travel, logistics and other costs. In particular, training costs often included allowances for youth to travel to the training center which were often far from where the youth live.

Alliance Building and Program Support Costs: A more expansive examination of costs by necessity also includes those alliance building and program support costs related to the EEA Philippines program. These costs supported significant, collective efforts by IYF, Consuelo Foundation as National Secretariat, and program consultants to: manage the design and implementation of alliance based interventions; provide international technical expertise on successful employability approaches; assist in leveraging of resources; provide capacity building support to implementing partners in skills training, job placement and post training support to entrepreneurs; provide financial oversight, compliance, and direct monitoring and evaluation support. Upon examination of IYF accounting records, these costs taken together with indirect costs attributable to the Philippines program, totaled \$640,657. This USAID-borne cost adds approximately \$211 on a per beneficiary basis as presented in the figure below.

Figure 4: Alliance Building and Program Support Costs

Subgrant Project Name	Number of Beneficiaries	Alliance Building and Program Support Costs	Cost per Beneficiary
ALTERPLAN	735	\$ 106,776	\$ 145
MIAP PLUS	345	\$ 106,776	\$ 309
Marcellin	375	\$ 106,776	\$ 285
Agri-fisheries	359	\$ 106,776	\$ 297
Mag-Agri	180	\$ 106,776	\$ 593
Tawi-Tawi Seaweed	1,042	\$ 106,776	\$ 102
TOTAL	3,036	\$ 640,657	\$ 211

Source: EEA Accounting Records, IYF, 2009.

Taken together, these overall costs of both seed funds and alliance building program support costs total approximately \$1,008 per beneficiary, and appear roughly equivalent compared to other good practice country projects of this duration and that include internships, on the job training and international technical assistance. Of the cost of \$1,008 per beneficiary, \$414 was borne by USAID and \$594 was contributed by alliance partners as calculated below.

Figure 5: Cost per Beneficiary

Cost per beneficiary	USAID	Alliance Contributions	Total Cost Per Beneficiary
Project-level costs	\$ 203	\$ 594	\$ 797
Alliance building and program support costs	\$ 211	\$ -	\$ 211
Total	\$ 414	\$ 594	\$ 1,008

Source: EEA Accounting Records, IYF, 2009.

Finally, and perhaps most significantly, a full assessment of cost efficiency would also require a more thorough assessment of the effect of alliance building activities on long term sustainability and scalability of proven practice programs. For example, should the new efforts to substantially expand the Youth Productivity Services Project in Mindanao be successful, the cost effectiveness of initial EEA investments could be dramatically expanded. While the longitudinal study required for this type of evaluation goes beyond the scope and resources available for this study, such factors should be addressed more directly in similar employability projects in the future.

Indicator 1.4: New partnerships, mechanisms and approaches created as a rippling effect of working with EEA to support youth employability

The primary mechanism developed as a result of EEA was the Youth Productivity Services program by the national government. By the second year, the first year project results became available and local governments took notice and invited implementing partners to extend their projects to their barangays. The EEA Secretariat took this opportunity and presented the program to the national government's Department of Social Welfare and Development (DSWD) and suggested that the EEA program framework became adopted as a national program and pilot tested in the province of Misamis Oriental. The results of the pilot have been positive as local government budgets have been increased for youth employability training, training facilities have been established, tools developed for a systematic identification of OSY, local labour demand and opportunities for employment have been done and government social workers are now trained to train in employability and life skills.

A total of nine of the 22 municipalities in the province of Misamis Oriental have voluntarily signed up for the program, committing their own funds as counterpart to provincial and national counterpart funds. A total of Php 4 million pesos or US\$ 89,000 (\$1: Php 45) has been committed to the pilot. The DSWD is not the national agency tasked with employment, but they are the national agency with a mandated focus on youth, especially OSY. In adapting the EEA program, DSWD placed a greater emphasis on the "life skills" and community nurturing, which was more their mandate than placing an emphasis on jobs and technical skills. If the program pilot is successful, the Youth Productivity Services will be integrated in the Comprehensive Program for Out-of-School Youth (enhanced Unlad Kabataan Program) as one of its major components. This will then be advocated for institutionalization in local government units nationwide. The same initiative was done by other local government units. Barangays in General Santos City and Davao City, where youth unemployment was a community concern, asked implementing partners to implement EEA type projects in their areas.

Indicator 1.5: Number of non-target institutions that request to adopt EEA promoted projects, models and tools as part of their activities

A finding of note in the evaluation was that all implementing NGO partners decided to adopt and make youth productivity a part of their programming priorities. Participating schools similarly adopted and began offering the curriculum that had been developed by EEA approach in their community outreach programs. For example, Systems Technology Institute (STI) College,¹⁰ the partner for the youth entrepreneurship project in Zamboanga City, continued to offer the entrepreneurship curriculum to other youth enrolled in their school. The social welfare officers of Misamis Oriental received training in Skills for Life and Employability, and can now provide life skills training to their constituents. The key beneficiaries of the technology of the EEA approach were the implementing partners themselves. The partners were provided with training workshops on alliance building and Skills for Life and Employability as well as field visits to different projects to learn about e-learning and trade tests.

¹⁰ STI College has branches throughout the Philippine and offers information-technology based short term courses.

Intermediate Result II: Improved Access to and Relevance of Education and Employability Training

Summary of Intermediate Result Two Findings

A majority of EEA graduates have benefited from the integrated training and job program through new skills, changed attitudes and a vision for the future. Of the 3,036 youth who joined the program, 2,669 youth or 88% of participants completed the courses and on-the-job training with industry or on their micro enterprises. Drop outs were few and primarily motivated by the need to work immediately, following pressure from their parents. When possible, all EEA projects had mentored and financially supported their graduates to attain government trade certificates to increase their chances of job placement. EEA graduates from three out of four projects attained high marks, from 100% to 98% on the trade tests. Ninety-two percent of these youth attributed their performance to the good to excellent training they received. Sixty to seventy percent of the youth also assessed that their life skills had improved in communicating, resolving conflict, listening, taking the initiative or being responsible for work and in their vision for the future. Seventy of the youth who participated in the evaluation said they would refer EEA course to their peers, being very satisfied with its effect on their lives.

Introduction

EEA Philippines focused on serving out-of-school youth in Mindanao. In 2003, it was estimated that OSYs were 67% of the total youth population in the island, aged 16 to 24 years (FLEMMS 2003). Estimated at 2.2 million, these were youth who could not, or chose not, to complete school or had completed some level of school and were engaged in other activities. They often cited reasons of family poverty and armed conflict as reasons why they did not seek higher education. Unemployment of youth was related to the mismatch between their skills and what the industry was demanding. This was found by the 2005 EEA Mindanao Youth Study which suggested areas where there were opportunities for jobs in Mindanao.

Figure 6: Out-of-School Youth Statistics in Mindanao

	Total Mindanao Youth	Total OSY	Percentage of OSY
Aged 12 to 15	2,014,000	310,678	15%
Aged 16 to 24	3,323,000	2,219,578	67%

Source: FLEMMS, National Statistics Office, 2003.

Indicator 2.1: Number of young men and women participating in EEA programs

The EEA program was mandated to help at-risk and out-of-school youth. At risk youth included youth in conflict with the law, youth ex-combatants and urban poor youth. Targeting this sector, NGO partners narrowed down their recruitment process by going to communities that were poor, remote or in need of help. For example, the Alterplan-Habitat alliance primarily worked with Peace and Development communities, camps of ex-combatants of the Mindanao National Liberation Front (MNLF). Partners began by explaining the program to the local government officials and in the process, looped in the barangay into the alliance approach, tasking them to help in recruitment, allocate space for training, take care of food and transportation and monitor youth who were absent or discouraged to continue their courses. Local Government Units (LGUs) were receptive to the proposal to help their disadvantaged youth. While political patronage became an issue in some of the recruitment, these were managed by good selection techniques and criteria.

Figure 7: Number of Youth Participating in EEA projects

Projects	2006		2007		2008		2009		Total	
	Target	Achieved	Target	Achieved	Target	Achieved	Target	Achieved	Target	Achieved
Total	540	400	1,050	1,483	1,218	1,058	150	95	2,958	3,036
MIAP Plus Technical Skills Training	100	75	50	75	120	100	150	95	420	345
Civil Trades Training for ex-combatants	330	215	150	115	450	405	-	-	930	735
DAVAO: Rural Agri Skills Training	60	60	120	109	-	11	-	-	180	180
KFI Youth Entrepreneurship	-	-	150	359	-	-	-	-	150	359
Marcellin KAPATID Project	50	50	80	83	108	242	-	-	238	375
PDAP/PBSP Seaweeds Training	-	-	500	742	540	300	-	-	1,040	1,042

Source: Benefits Tracking, EEA Philippines Secretariat, Consuelo Foundation, March 2009.

Selection in the entrepreneurship project supported by EEA resulted in significant attrition, however, as this project implemented a self-awareness training that filtered in only those youth who believed they could be entrepreneurs and self-employed. From a cohort of 325 youth who attended a “Discovery Weekend,” only 206 remained to take the formal business courses and only 163 graduated with business plans for small businesses. This high attrition rate in the entrepreneurship trainings were different from the technical skills training courses where 88% of youth who began the trainings, graduated. In the end, in this project, the implementing partner was unable to mobilize significant support to mentor the graduates or activate a strong alliance with a microfinance organization to provide youth with micro loans.

Indicator 2.2: Number and percentage of young men and women completing EEA supported programs

Of the 3,036 youth who began different training programs, 2,669 youth or 88% completed the different courses, which ranged from two to eight months, inclusive of internships and on-the-job training. Twelve percent of participants dropped out because of employment opportunities that became available, and when requested by their parents to leave. A few youth left the program to enroll in formal schooling.

Figure 8: Number and Percentage of Young Men and Women Completing EEA Programs

Projects	2006		2007		2008		2009		Total	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
Total	330	215	413	489	1,824	1,900	135	65	2,702	2,669
MIAP Plus Technical Skills Training	-	-	68	75	175	131	135	65	378	271
Civil Trades Training for ex-combatants	330	215	-	105	540	404	-	-	870	724
DAVAO: Rural Agri Skills Training	-	-	162	117	-	46	-	-	162	163
KFI Youth Entrepreneurship	-	-	135	153	-	-	-	-	135	153
Marcellin KAPATID Project	-	-	48	39	69	298	-	-	117	397
PDAP/PBSP Seaweeds Training	-	-	-	-	1,040	1,021	-	-	1,040	1,021

Source: Benefits Tracking, EEA Philippines Secretariat, Consuelo Foundation, March 2009.

Indicator 2.3: Number of teachers, trainers, facilitators and counselors trained under EEA supported programs

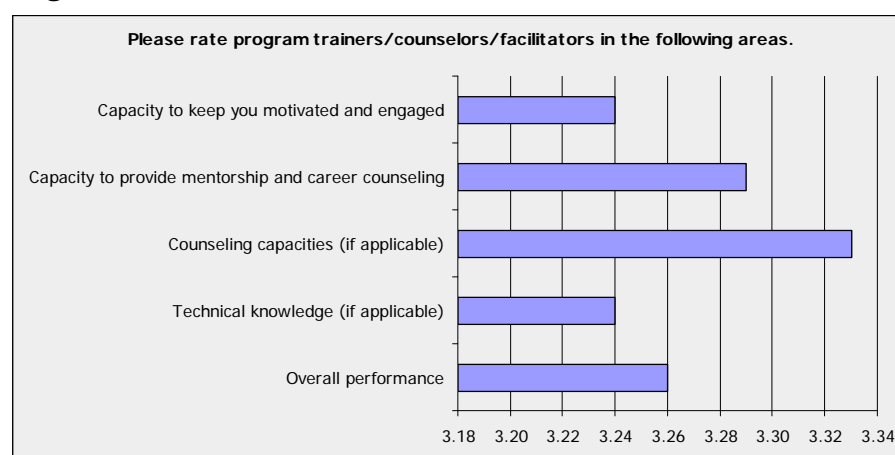
Most EEA projects trained their own teachers since courses had been adopted, revised or changed to meet the needs of industry and the special needs of their students, most of whom had limited literacy or formal education. Only Davao City Chamber which partnered with a State University had academically qualified trainers. For Partners who chose to bring the trainings to communities, it became necessary to work with trainers, who were often NGO staff or community workers. As the projects expanded, trainers were also found among graduates or in the case of the seaweed farming project, peer trainers became a practical strategy for remote areas.

Figure 9: Number of Teachers, Trainers, Facilitators and Counselors Trained

Projects	2006		2007		2008		Total	
	Target	Achieved	Target	Achieved	Target	Achieved	Target	Achieved
Total	86	68	25	11	-	24	111	103
MIAP Plus Technical Skills Training	12	12	2	-	-	-	14	12
ALTERPLAN Civil Trades Training	21	21	20	7	-	24	41	52
DAVAO: Rural Agri Skills Training	18	12	-	-	-	-	18	12
KFI Youth Entrepreneurship	18	7	-	1	-	-	18	8
Marcellin KAPATID Project	17	16	-	-	-	-	17	16
PDAP/PBSP Seaweeds Training	-	-	3	3	-	-	3	3

Source: Benefits Tracking, EEA Philippines Secretariat, Consuelo Foundation, March 2009.

The strategy of using community trainers, however, did not necessarily result in good trainers. Youth evaluated their trainers using a four-point rating scale of from very poor to excellent, and gave higher marks to their trainers for their role as counselors and for their ability to provide mentorship and career counseling, and lower marks for their performance as technical trainers.

Figure 10: Youth Satisfaction with EEA Trainers and Counselors

Source: EEA Philippines youth beneficiary survey, IYF, 2009.

Indicator 2.4: Percentage of young men and women demonstrating improved capabilities through participation in EEA supported programs

Four of the six EEA projects sought trade certification from TESDA for their graduates as an integral element of their training programs. A total of 1,208 graduates or 45% of all graduates who were eligible to take the tests, received substantial mentoring support and financial support from EEA to take and pass trade tests as welders, masons and construction workers, food processors and fruit technicians. Trade certification was viewed as an indicator that the newly acquired skills met the competencies that were needed for a job. With a trade certificate, the graduates could find employment more readily, including overseas work. Results from three of the projects were high, from 98% to 100% passed TESDA tests. Alterplan explained that their high pass marks was helped by developing a group of national trade certifiers to supplement government training in areas where there were only one or no certified trainers. On the other hand, Marcellin graduates barely passed their trade certificate exams and this was attributed to the limited literacy of their trainees, many of whom had barely finished elementary school.

Figure 11: Percentage of Young Men and Women Demonstrating Improved Capabilities

Projects	2006		2007		2008	
	Target	Actual	Target	Actual	Target	Actual
MIAP Plus	80%	100%	80%	-	80%	-
ALTERPLAN Civil Trades Training	75%	98%	75%	100%	75%	-
DAVAO: Rural Agri Skills Training	33%	-	33%	98%	33%	100%
Marcellin KAPATID Project	70%	-	70%	27%	70%	20%
PDAP/PBSP Seaweeds Training	0%	-	0%	-	85%	-

Source: EEA Monitoring Chart, IYF, 2009.

Indicator 2.5: Level of satisfaction of young trainees with the quality and relevance of the training, counseling and services received through EEA programs

Most of the youth were mobilized to join the program by their local government (61%) while others (29%) heard of the program from a friend or family members. Survey respondents recounted how waiting lines for the second and third batches of EEA training programs became longer and longer as the first batch graduates reported to their LGUs and families that they had successfully found jobs. Overall, 92% of the youth said that the training was either “good” (48%) or “excellent” (44%) using a 5-point rating scale. Specifically, they rated the relevance of the content to the needs of the job as good (69%) to excellent (32%). While there were similar rankings for assessments on the interactive nature of the course, life skills and technical skills learned, more youth assessed the life skills acquired as excellent (33%) or good (62%).

Figure 12: Youth Satisfaction with the EEA Training

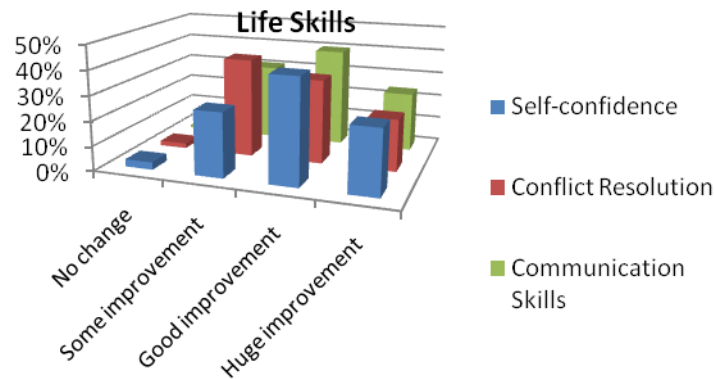


Source: EEA Youth Beneficiary Survey, Mindanao. November to December 2008

Through surveys and focus groups, the majority of EEA youth said that they had experienced personal change as EEA trainees. Specifically,

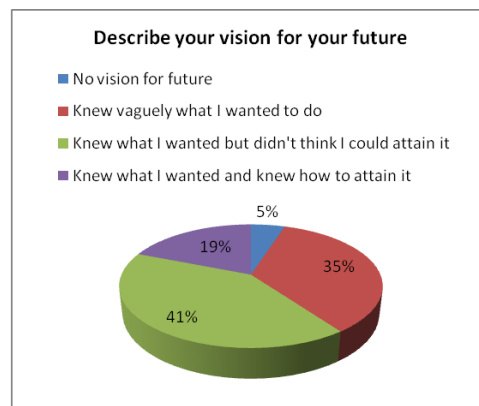
- In terms of communication skills, before the training, 70% of the youth rated their communication skills as “fair” to “very poor” while after the training, 64% said they had improved these skills. 32% said there was some improvement or no change.
- At baseline, the 57% of the youth rated their listening skills as poor to fair while 43% rated their prior listening skills as “good” to “excellent.” After the training, 33% reported some improvement while 66% said there has been a “good” to “huge” improvement in these skills.
- While 22% of the youth said their self confidence was “very weak” to “weak” before the training, after the training, 71% said there has been a “good” to “huge” improvement in their self confidence – see Figure 13 below.
- Sixty-three percent of youth reported their sense of initiative to be “very poor” to “fair” among and after the training, seventy percent saw a good to huge improvement in their sense of initiative.
- While 70% of the youth assessed their sense of responsibility as “very poor” to “fair” before the training, after the training, 76% said they has been a good or huge improvement.
- Resolving conflicts was assessed as “fair” to “poor” among 70% of the youth, and after the training, 59% reported to have experienced “good” to “huge” improvements.
- The change is also noticed in their relationship with family and friends where 44 % assessed that there has been a “huge” improvement and 42% reported “some” improvement.

Figure 13: Life Skills Acquisition



Graduates were asked to rate the relevance of their training to employment opportunities, and 96% of them rated the training either “good” or “excellent.” Before the training, 5% of the youth said they had no vision of their future, and 35% knew vaguely what they wanted to do, while 41% knew what they wanted but did not think they could attain it. After the EEA program, eighty percent said their vision of their future had changed while 17% felt there was “somewhat” of a change and three percent experienced no change. After the training, 52% of the youth envisioned continuing to study and work while 23% wanted to study exclusively – see Figure 14.

Figure 14: Youth’s Vision for the Future



In Maguindanao, where Alterplan targeted ex-combatants from camps of the Moro National Liberation Army (MNLF), parents and relatives of the youth graduates said all of their sons or brothers had changed. “There has been a big change. Youth stopped hanging out with their gangs.” One father said his son seemed to have “become kinder because you could not speak to him before. He was hard-headed.” Other relatives commented:

- “In the past, he just slept and ate. Now he is responsible.”
- “He became nicer and now calls me often and asks about his siblings. He now helps out with family expenses.”
- “His rough behavior smoothened out after the training.”
- “He now listens to my advice and he encourages his brothers and sister to enroll in trainings if there are more to be offered.”
- “Now, when you ask for something, he is generous and helpful.”

Indicator 2.6: Level of employers' satisfaction with the soft skills and/or technical skills of EEA graduates

Employers were asked to rate the quality of and satisfaction with the soft and technical skills of EEA graduates, and also provide suggestions for improvement. Their attitudes were also assessed during an evaluation workshop hosted by the Davao City Chamber.

Profile of Participating Employers: There were three kinds of employment that was accessed by the youth. The first was formal employment in companies and small enterprises such as steel and machine shops, auto repair, ship building and construction companies. The second was self-employment as youth entrepreneurs. The third was employment in family farms as agri youth entrepreneurs. The employers in two projects were partners of the implementing NGO from the project's onset. These were Habitat for Humanity which was co-partner of Alterplan and Sitangkai Seaweeds, which was based in Tawi-Tawi, and a buyer of seaweeds and co-partner with PDAP. Both enterprises had a significant interest in the outcome of the youth training programs since the quality of training outcomes had a direct consequence on their core business, whether by way of the quality of homes constructed or the quality of seaweed grown and harvested. Two employer groups were members of EEA partners that were industry or business associations. These were employer-members of the Metal Industry Association of the Philippines/Cagayan de Oro chapter and the Davao City Chamber of Commerce. The employers took in the youth as on the job trainees and hired those who excelled during their on-the-job training.

Assessing Performance of Masons, Welders and Small Engine Repair Workers: A sample of nine employers in Cagayan de Oro and General Santos, who hired youth with welding or small engine repair or masonry skills were asked to assess the EEA youth they hired. In summary, all of the employers said they would continue to offer on-the-job training to EEA graduates of welding and small engine repair. All similarly felt that EEA is closing the gap in providing skilled workers since many were previously experiencing fast turnover of staff who left for overseas work. They assessed the youth as "good" to "excellent." Similarly, these employers assessed the soft skills or attitudes of the youth as "good" to "excellent."

However, despite self assessments on life skills by young people, employers commented that the youth needed to improve their employability skills: coming to work on time, following supervisors' instructions, maintaining their openness to taking on and learning on the job and more exposure to work sites. One employer observed that they had difficulty integrating the youth into the workforce of older workers who had no advantage of formal training and another saw a pronounced air of bravado or confidence ("yabang") among the new workers who felt they already knew enough after the training and trade tests. Suggestions by employers to improve life skills training included: conducting regular follow up since skills cannot be learned overnight, more training by companies, training in advanced skills and further basic knowledge such as reading engineering plans. One suggestion is to set in place a "buddy-buddy system" where an older worker can mentor a younger worker on the job. But compared with other employees, most of whom have completed formal education, they said that the EEA youth are the same, if not better than similar workers. Overall, did the EEA youth meet employers' expectations? About sixty-seven percent of the employers said "yes" while a third felt that the youth needed more training. Of interest and perhaps useful for further examination, negative responses were often from larger companies where automation and more complex skills were needed for the work.

Assessing Fruit Technicians and Food Processing Workers: The positive and negative attributes of new EEA trained workers were assessed in a focus group among employers as part of the terminal review of the Davao project. Employers commented that the EEA youth were seen as "moldable, easy to teach and would closely follow instructions" as opposed to "lacking leadership and initiative" or bringing to work the emotional problems of their family. The employers commented that the program strengthened the leadership, values and attitudes of the youth through its life skills training. They admitted that they were initially concerned over hiring OSY, but the EEA experience has influenced them to shift their views.

Indicator 2.7: Number and percent of graduates who report that they will refer EEA to other youth

In order to determine the level of satisfaction of youth with YEEI projects, the assessment also asked whether graduates would refer other youth to EEA Philippines projects and received responses from 95 youth. Eighty-four youth (88% of respondents) are willing to refer the training to other youth. Sixty-six youth surveyed said that they have in fact referred this program to others. This also reinforces the earlier conclusion that a majority of participants has had positive experiences with the program and are satisfied

with the quality and relevance of training they received. The program, youth said, gave them a source of pride. Focus group discussions and interviews with the youth show that the program has allowed them to have stature in their communities opposed to when they were bystanders at corner stores.

Intermediate Result III: Improved Prospects for Employment and Entrepreneurship

Summary of Intermediate Result Three Findings

The study shows that the program was successful in providing demand-driven skills training and placing youth in jobs. A total of 1,961 youth or 73% of graduates found jobs or successfully launched small businesses with support from EEA by program end. Specifically, 67% of graduates found jobs and 6% established small businesses. Nine graduates are continuing education. Jobs are typically entry level jobs in industry as welders, construction workers, auto mechanics, fruit technicians and food processing workers. Among entrepreneurs, many are agri-entrepreneurs, mostly as seaweed farmers in remote islands. The industry employers assessed that EEA graduates possessed skills on par with other workers that applied to them. However, youth said they were not as satisfied with the quality of internships they received, citing the need for stronger and more structured on-the-job training programs. Techniques used to secure jobs included active liaison with industry, finding the right job for the skills of the youth worker, fair wages, expanding networking for jobs, and using corporate social responsibility as an entry strategy for jobs.

Introduction

Finding jobs for the newly trained OSY was a main challenge for the NGO partners. The EEA program was different since the project did not end with the graduation of the youth from the training course, but with access to a job. Partner NGOs which were industry associations or chambers of commerce had easier access to their corporate members but had to persuade corporate members to accept trade certificates in lieu of high school diplomas. In the case of the entrepreneurship project, on-the-job training was replaced by an enterprise mentoring component where mentors visited and provided advice to youth entrepreneur students.

Indicator 3.1: Number and percentage of trainees who got a job within six months of completing the EEA program

Of the targeted 2,308 youth who graduated from the program, 1,794 or 77% of graduates found employment. However, when based on the total number of 2,669 youth who graduated, the ratio is lower at 67% but still higher than the acceptable job placement rate of TESDA of 60%. The highest placement rate of all graduates is of MIAP Plus graduates at 90%, thus nine out of ten graduates found jobs. Alterplan and the Davao Chamber projects had job placement rates within similar ranges of from 55% to 58% for youth trained in masonry and food processing. For seventy percent of youth surveyed, it took them between one to three months to find employment. It took four to six months to find jobs for another 18% and over six months for 12% of youth surveyed.

Figure 15: Number of Graduates Placed in Jobs

Number of trainees who get a job within six months of completing program	2006		2007		2008		2009		Total	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
Total	215	43	562	303	1,436	1,356	95	46	2,308	1,794
MIAP Plus Technical Skills Training	-	-	75	20	119	163	95	21	289	244
85ALTERPLAN Civil Trades Training	215	43	239	168	300	215	-	-	754	426
DAVAO: Rural Agri Skills Training	-	-	75	44	38	50	-	-	113	94
KFI Youth Entrepreneurship	-	-	135	58	-	27	-	-	135	85
Marcellin KAPATID Project	-	-	38	13	140	187	-	25	178	231
PDAP/PBSP Seaweeds Training	-	-	-	-	839	714	-	-	839	714

Source: Benefits Tracking, EEA Philippines Secretariat, Consuelo Foundation, June 2009.

The lowest job placement rate was for the youth entrepreneurship training course. The partner, Ploughshares for the KFI Youth Entrepreneurship Project, commented that one of its weaknesses was not being able to link with microfinance institutions to open up access to credit. Those youth which

established small businesses were able to do so from a small loan facility, which has been accessed for only one of the three project sites or with family loans.

Figure 16: Job Placement Rates of EEA Projects

	MIAP	Alterplan	Davao	Marcellin	KFI Entrepreneurs	PDAP Seaweed Farmers	TOTAL
Youth graduated	271	724	163	337	153	1,021	2,669
Employment target	289	754	113	178	135	839	2,308
Youth with jobs	244	426	94	231	85*	714*	1,794
Job placement based on original targets	84%	56%	83%	130%	53%	85%	86%
Job placement rate of EEA graduates	90%	59%	58%	69%	56%	70%	67%

*Self-employed or farm workers.

What Worked in Finding Jobs for Youth

Active Liaison with Industry: Active industry outreach was a success factor for high placement rates. This was made possible with the hiring of industry liaison officers. For example, Marcellin's industry liaison officer fielded 15 calls to a construction company before it was able to place graduates in jobs to for the construction of the huge Robinson mall in General Santos City. Having good contracts within industry was less of an issue for the industry association partners which understood the needs of their business members more than NGO partners. Irrespective, the Davao Chamber project found that it still needed to actively market the young graduates, using strategies such as placement of ads in local papers, participation in trade fairs where the youth manned an EEA booth, personal calls and formal presentations to member companies.

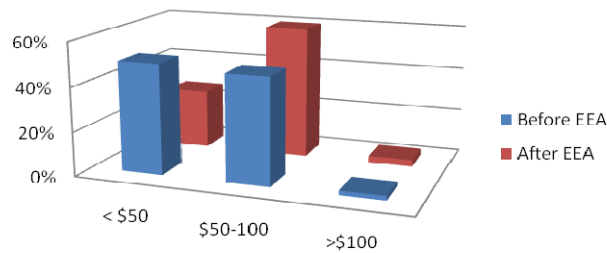
Finding the Right Job: Almost all the youth said they gained the technical knowledge and skills needed to get jobs (98%), along with life skills (95%). But Partners understood that it was important to match the youth to the right job. Most of the EEA trainees were out-of-school youth, from poor households with limited education and exposure to urban living. When placed in a large, formal company, some youth found it difficult to perform well. Marcellin observed this when it placed a youth in a large company with sophisticated automation for canning. Without the needed skills, the youth were assigned to clear metal scraps. When moved to a medium sized engine rebuilding firm, they however found they could use their skills, get promoted, recruit other classmates and gain better compensation.

Fair Wages: Finding the right job with the correct and fair compensation was similarly an issue in placing EEA youth, once the most disadvantaged in communities. Alterplan reflects that: "Starting with zero-knowledge training participants, the project team found it very challenging to market the graduates to employers outside the Habitat system. Even with TESDA certificates of competence in given trades, many of the training graduates would have been at a loss if forced to work outside Habitat immediately after completing the course and the trade tests. This was the assessment of the project team and Habitat managers who guided the graduates through their first months of employment. Additionally, at the entry level of workers in a typical private-sector construction project, the prevailing compensation modes are sub-contracting and piecework. Without the consideration given to them by Habitat, the new graduates' inexperience and (very probable) low work output would have made them very poorly-compensated for quite a while in a typical workplace."¹¹

In evaluating their participation in EEA, the youth said that after the EEA training, their income levels have increased. Before the training, 50% of the youth said they earned less than \$50 a month and 48% said they earned from \$51 to \$100 a month. After the training, only 27% said they were earning less than \$50 a month while the majority at 70% said they were earning from \$55 to \$100 a month with three percent earning from \$150 to \$3000 a month – see Figure 17.

¹¹ Sarah Redoblado, Executive Director, Alterplan.

Figure 17: Comparison of Income Levels Before and After the EEA Training



Networking for Youth Jobs: In finding jobs for the youth, the EEA partners relied on their network of contacts. Partners reached out to Chambers of Commerce, and tapped into industry needs. For example, the Marcellin Foundation has offered a solution to the problem of fast turn-over of trained personnel to overseas job markets. They have offered and entered into cooperative arrangements to supply skilled manpower to industry groups which were part of the network of the Marcellin Executive Director. Members of the network include the Kimball Group, Raffles Engineering, Vercide Engineering, and Marfenio Tan's Group.

Corporate Social Responsibility: Placement was not always the result of vigorous marketing - it was often because a strong appeal was made to the corporate social responsibility of an employer. But CSR only worked to open the door to a potential employee. Once the opportunity was there, the youth were assessed using the same criteria as other applicants. The CSR strategy was only effective during a first placement, a second and third batch of youth were looked at without the lens of helping communities and more on whether they could deliver on the job.

Indicator 3.2: Number and percentage of trainees who continue education, obtain an internship or engage in further professional training within six months of completing the program

All of the EEA youth underwent internships as part of the training course. It is important to note that their main concern was to find a job. Only a few youth said they wanted to continue to study. Based on EEA monitoring, only nine youth out of a target of 309, decided to continue and seek further training and education. EEA Partners said that many youth had to prioritize finding work since they came from poor families. But survey results showed that 68% of youth wanted to continue their education and take further professional training and only a third of the youth or 33% said they would not.

Indicator 3.3: Number and percentage of EEA trainees starting their own businesses within six months of completing the training

Only one of the six EEA projects was designed to focus on youth entrepreneurship, but by the program end, entrepreneurship had been introduced in all of EEA projects resulting in a total of 167 micro businesses. The three projects that produced entrepreneurs are the Ploughshares, Tawi-Tawi and Davao City Chamber projects.

At the beginning, the Ploughshares Agri Fisheries Training for OSY project was designed and implemented to promote youth entrepreneurship in two areas: Zamboanga City and Zamboanga Sibugay, and in Davao del Norte. A total of 325 youth joined the initial training events which were two-day Discovery Weekends or youth self-awareness camp that served to orient the youth on entrepreneurship and the traits that were needed, and which filtered in those who felt they could become entrepreneurs. A total of six Discovery Weekends were held in various sites in partnership with local governments. From the 325, 200 youth continued on to take the formal business training courses. At the end, the project resulted in 85 youth entrepreneurs who set up and operated small businesses

A total of 714 agri-entrepreneurs were encouraged by the training in the Tawi Tawi Seaweed Agri Entrepreneur Farmers project. The high number was justified as in Sitangkai, Tawi tawi, a remote island in Southern Philippines; all the graduates could only become agri-entrepreneurs. The implementing partner explained the project effectiveness by referring to the example of one graduate, Mr. Ummik

Sabung. Mr. Sabung was able to successfully harvest a total of Php 100,000 from an investment of Php 1,000 capital in seaweed farming. Ummik, was called the silent one in the group and did not always stand out, carefully used his added knowledge on seaweed production to buy two small motorized boats, a television set, and has now become the primary bread winner of his family. He said that before the project, he was hardly able to make any good harvests because diseases like “ice-ice” spoiled them. When the EEA-SPE3 project was offered, it was able to contribute to the improvement of his seaweed farming. With the new learnings from SPE3, he has been able to control, the occurrence of these diseases. The result is an additional 100 lines of produce seaweeds per cropping. As the projects progressed, some partners realized that entrepreneurship training was an important skill that the youth needed to have to sustain their gains. This was because available jobs were often seasonal, contractual or short term.

For example in Davao City, where youth were trained as fruit technicians or food processors, jobs in the canneries were only available during the seasons of fruit harvests. Davao City Chamber decided to “add-on” entrepreneurship by introducing a business planning workshop and creating links with microfinance institutions in Davao City. Participation in the workshop was voluntary and was offered to trainees who had completed their courses and expressed interest to pursue entrepreneurial activity after the program. A total of 76 OSY from Food Processing and Fruit Production training successfully finished the five-day basic entrepreneurial seminar/workshop at the MIC Cursillo Retreat House on separate dates. From these graduates, seven youth successfully accessed loans from the City Social Services and Development Office for some funding or seed capitalization assistance to the seven OSY from Food Processing. Originally, ten youth applied for seed capital assistance, but three backed out because of the repayment responsibility.

Because of the project, the Davao City Chamber was encouraged to approach and enter into a Memorandum of Understanding with the Development Bank of the Philippines (DBP) for a Microfinance program for SMEs. The Project Team will arrange with the program head for possible inclusion of the OSY graduates in the microfinancing activity. DCCCII also partnered with the Department of Labor and Employment XI in implementing its Grow-Micro Program. This program was designed to provide different kinds of assistance to an informal sector to formalize micro businesses. Out-of-school youth were qualified to secure funding support from this program.

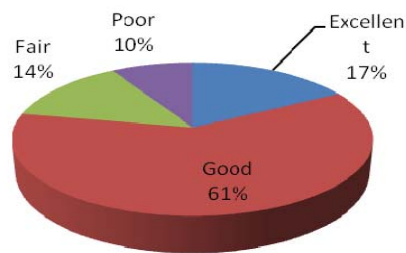
Youth respondents in the evaluation survey said they are satisfied with the entrepreneurship training and counseling they received. Of the 53 who received the training, forty youth rated it “good” while twelve rated the training as “excellent.” Additionally, seventy-four percent of these youth started a small business with under \$500 while 26% invested between \$500 and \$1,000. When asked about the performance of their business, 85% said they have been able to cover all business expenses with their profit and 65% said their businesses are making profits. Was the EEA project a reason for their being able to set up businesses? Sixty-five percent of the youth said “yes.” One youth explains why: “Because of our training, I have learned a lot, not only how to start a business but how to change myself to prepare for the future.”

Indicator 3.4: Number and percentage of youth with satisfactory internships or apprenticeships

The on-the-job training (OJT) experience was highly appreciated by the youth. While a third of the youth said there was nothing they did not like in the OJT program, there were a number of youth who were critical about the weak quality of the mentoring they received during OJTs or apprenticeships. This is because of their disappointment that they have not been hired after the OJTs and the lack of time during the training to practice the skills, such as welding. The youth suggested that the OJT/apprenticeship program be improved with more time for the training, better OJT trainers, being placed in larger companies versus internships in small businesses, and the addition of more courses. The youth also pointed to the need to be listened to by the trainers, to their needs and problems and not be ignored. They asked that the quality of the trainings be improved since there were times when the lecturer could not be understood by some of the trainees. They added that they needed more time to learn and to practice the new skills. Most of the youth respondents completed their internships (94%) with only six percent that said they did not have OJTs. Of these, approximately twenty percent of the respondents had issues with the OJTs, assessing these as “fair” to “poor” using a five-point rating scale of very poor - excellent. However, 76% of respondents assessed their OJT experience as either “good” to “excellent” – see Figure 18. During the OJT, they were able to deepen their learning of technical skills with only a few citing employability skills such as coming to work on time or determination to work. Most of the jobs have been offered as a result of youth undergoing on-the-job training. This is the case for the Alterplan-Habitat

construction workers where 426 of the 724 trained youth have been hired in Mindanao and other construction sites.

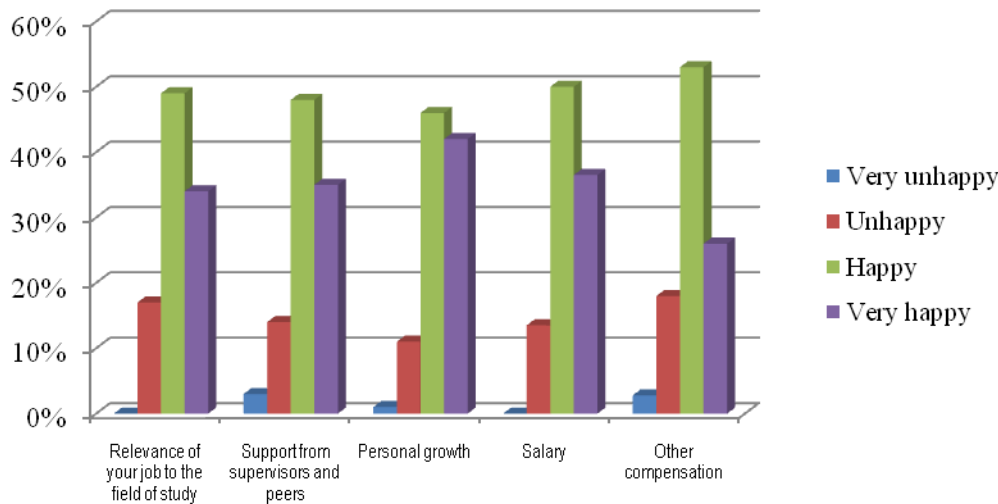
Figure 18: On-the-job Training Experience



Indicator 3.5: Number and percentage of placed youth who declare having a satisfying and quality job

Most youth said they found their jobs “fair” to “very satisfying” while around twenty percent had issues with their current jobs. Some of the issues were: some graduates are viewed suspiciously by older workers, who had no formal training; work was not continuous but seasonal; their work did not match their field of study; and some were being made to perform tasks such as cleaning and sweeping factory floors. Graduates who are ex-combatants, who had not completed high school, or even elementary school, had problems in learning more advanced technical skills. Even when given access to jobs, many of the youth found it difficult to take on jobs that were far from their homes, as transportation and housing were expensive. As one remedy, one partner, Alterplan had set up a special transport fund for graduates to travel to Manila-based work. Barangays also offered help in getting official documents to help with job search or getting government trade certificates.

Figure 19: Job Satisfaction



Intermediate Result IV: Positive Indirect Effect on Families and Communities

Summary of Intermediate Result Four Findings

The study found that a majority of youth were remitting their wages to their families. As a result, more than half of the youth felt, finding a job improved the lives of their families. The families, on the other hand, said that they had observed significant changes for the better in the youth after the training course. This had in turn influenced and motivated other siblings in their family. The evaluation study triangulated the results of the program by interviewing families and asking youth to assess how they related to their families, post EEA. The findings were positive.

Indicator 4.1: Number and percentage of employed youth financially helping their families for household, health and education expenses

Most of the earnings of the youth were used to help their parents and siblings (88%), spent for personal uses (63%) and saved for the future (62%). A majority of the respondents said youth helped with family expenses and sent money home. Youth estimated that some would send back as much as thirty percent of their salaries to their families. Would they return to their homes? The youth said they preferred not to, since being away from Mindanao with a productive job was an appealing alternative to family and community pressure to take up arms and join the struggle.

Indicator 4.2: Number and percentage of youth who have reported improved financial and social conditions of their families

The study sought to determine whether youth felt they had gained the ability to improve financial and social conditions of their families.

- Sixty percent of graduates stated that that their financial support (with the income they shared) had helped improve their family's financial and social situation.
- Thirty-six percent claimed that their support had *somewhat* improved the situation.
- Four percent said there had been no change.

Section IV: Challenges, Lessons Learned and Recommendations

The EEA Philippine program, after three years of implementation, succeeded in meeting all of its intermediate objectives of building an alliance, training youth and opening access to on the job training, apprenticeship and employment for youth. It also engaged youth, families and local government officials in the program. On the last intermediate objective of family engagement, this became a natural consequence of targeting out-of-school youth as their families had to be involved actively for project success. While the evaluation was generally positive, however, some partners felt that the time of the program was too short and as such did not fully support building an alliance. As EEA Philippines reflected on lessons learned, the issues that surfaced were primarily on sustaining the alliance, creating more effective ways of linking skills and jobs, and overcoming challenges of working with at-risk youth.

1. Sustaining the Alliance

The EEA Philippines alliance structure was a two-tiered mechanism at the national level, with a national group of respected leaders and at the project level through community-based alliances of institutions and individuals who had decided to work together to help out-of-school youth. The alliance structure was both formal and informal. Memoranda of Agreements were signed among members and the implementing partners at the community level. While easy to do, these formal commitments were not the impetus for real alliance building. Rather, what appears to have prevailed were informal commitments that were forged among communities and friends and nurtured by the EEA alliance building experience at local community levels. These commitments were “social capital” that could be directed to youth employability. All partners said they would use these relationships in future endeavors.

Financial support for alliance work was not easily found. Specifically, Sarah Redoblado, Executive Director, Alterplan concluded that sustaining funding for alliance work still remains to be seen. All implementing NGO partners had developed strategies to secure funding after project completions. Plans had been initiated by the Secretariat through workshops for resource mobilization and sustainability to help implementing NGOs. For one, Alterplan, which was able to significantly leverage support during project implementation, has been the most active in creatively seeking ways to sustain their work. Some of their strategies are to seek support from government agencies such as for TESDA vouchers or scholarships and to tap local government development funds. Another option has been to seek subsidized or full payment of tuition by training participants or their sponsors. Alterplan sees the possibility of getting support from construction levies but realized that large construction companies have limited interest in helping out-of-school youth. In the future, new project programming shall benefit from a strong and closer relationship with industry, or having more industry partners. For example, Alterplan finds that EEA has made it possible for them to talk to Chevron Philippines for a school building project.

From the implementing partners, most of the national alliance steering committee members said that the alliance will not be sustained at the national level. It has proved to be challenging to convene the EEA Philippines alliance that was composed of officers from different national offices of the government and non-government and business organizations. Furthermore, participation in, or assistance from their respective organizations to the EEA project and its implementing partners were always referred to their local offices. In view of this experience, Consuelo Foundation deemed it more effective to pursue local alliance building in each project site to generate additional resources for education and employment projects for the out-of-school youth.

But at the local level, national committee members believe that the alliance made a difference and can be sustained. EEA Chairperson Ray Dean Salvosa commented as follows: “Members of local alliances tend to identify with the project because of its implementation in their own communities. They are also in better positions to identify local needs and resources related to education and employment. It is also easier to convene them for meetings because of proximity and less busy schedules. These meetings are very important venues for their participation in project assessment, planning, strategizing and resource generation.”¹²

The Secretariat affirms that a lot depends on local people but the national support is important. In the case of the Philippines, the national alliance provided direction and basic policies, which allowed for a

¹² Ray Dean Salvosa, Executive Director, Consuelo Foundation and Chair of the EEA Steering Committee.

high level of transparency. But, unless an alliance member was already working with the chosen beneficiaries, their interest was short lived. Specifically, the corporations supported the work when they were able to tie their business agenda to the project. Chevron found this to be possible since they have presence in a project site, General Santos City, and the EEA projects are similar to what they have previously funded to promote youth employability. Whether national or local, alliances work better because members have a direct stake in the outcomes of the project. The Secretariat reflects that it is natural for members of an alliance to have ulterior purposes to join and to stay on.

The strength of an alliance is also based on who the lead institutions or who the lead alliance conveners are. The Secretariat again points to the importance of having institutions that can outlive projects. The Philippine experience shows that small, start up institutions are not good anchors when an alliance is being built up. For example, the Zamboanga NGO, Ploughshares was primarily interested in pilot testing the approach while other NGO partners have added the EEA project to their overall work program.

The Secretariat also points to the importance of choosing right leaders for an alliance. It is not only a strong institution but a strong individual leader that is a prerequisite for program success. The EEA experience shows that leadership in an alliance is exercised at two levels: the institutional level and the individual level. Institutional membership provides some stability, since it protects from internal institutional changes such as staff turnover. However, the individual that represents the institution influences the degree to which an institution participates in an alliance. The representative promotes the alliance within the institution and ensures the goals of both remain complimentary over the life of the project. Executive Directors of EEA Partners have advocated within their organizations to maintain their focus on youth employability. Of the six NGOs, five have made youth employability as part of their new work.

While implementing partners plan to sustain the EEA approach by integrating it into their NGO missions and programs, the primary strategy to sustain the results of the initiative has been to advocate with the government to adopt EEA. By late 2008, the YPS program was taken up and funded by the Department of Social Welfare and Community Development in Misamis Oriental. The EEA Secretariat and local implementing partners agree that local government have an advantage in advocating with new or local industries to hire OSY workers. LGUs are often able to negotiate with these industries to fill a percentage of the jobs with local hires. The value added of the EEA approach was able to provide a proven package of technical and life skills to LGUS so their youth candidates can compete effectively with more seasoned workers. By March 2009, five pilot municipalities had begun training OSYs to be productive youth workers, allocating their own funds, and using industry curriculum with their own EEA-trained life skills trainers.

It is foreseen that in areas where the EEA program is implemented, local governments will easily respond to a national directive to implement YPS projects. The Youth Productivity Service Program of the DSWD thus provides a promising avenue to sustain what EEA has started to transform OSY as productive young workers in their communities. It also has the potential to make interventions supported by EEA increasingly cost effective, should the initial investment pay back significantly in terms of broad uptake from government and increasingly larger pools of beneficiaries accessed by government.

2. Linking Skills and Jobs

In spite of strong placement rates, by project end, the NGO partners continued to emphasize their limitations in working with industry to access jobs for the youth, an area in which they felt they did not have the requisite skills or experience. In retrospect, they suggest that one solution would be to make industry more visible in the program from its inception. To do this, NGOs will need to strengthen their skills working with industry, such as learning how to interpret industry forecasts or trends and how to recruit and place youth in jobs. But in working with industry, EEA partners expressed concerns that the target beneficiaries of at-risk youth have made it more difficult to meet industry demands. Formal employment requires high school diplomas and discipline in attendance and on the job. Alterplan commented that the level of maturity of youth was something to worry about, particularly when they are asked to cope in less than familiar locations or travel far from home.

Some partners also suggested working with academic institutions in developing curriculum and providing skills. The Davao City Chamber partnership with a university provided high quality curriculum and teaching as well as an opportunity for the youth to return to school through a ladderized curriculum. The Marcellin Foundation, with its links to the Notre Dame School system has been able to oversee the

learning activities tapping academic trainers. However the other EEA partners had to train trainers as they trained the youth, with varying levels of success. Youth noted this in their evaluation, commenting that the trainers were better counselors than teachers of technical skills.

An area for improvement in future projects is to better manage the apprenticeships with formal industry. These have been implemented as less than formal programs and perceived by the youth as weak. There were also instances where apprenticeships were welcomed by formal employers because they provided an opportunity for cheap labor. The NGOs quickly became aware of this and held back on job placement, making sure that fair wages were provided to the youth. A few employers wondered why youth did not jump at the chance for any job while in contrast, some youth felt their new skills entitled them to better opportunities.

How long after job placement should an NGO help out? This issue became evident as youth experienced problems in their new jobs. For youth who were not used to living in urban areas, the complaints were that they did not have the skills to interact with more experienced older workers. Some NGOs see the need to encourage the formation of worker cooperatives and employment agencies to handle the social displacement that was sometimes experienced by young workers. These employment organizations are also important to manage the seasonal work that many youth were encountering in the construction, food processing and steel industries. The seasonality of work is also because the skills of the youth are basic.

3. Working with At-Risk Youth

EEA is mandated to work with at-risk youth in conflict areas and this was not a priority sector for Philippine government agencies. Only the DSWD and the Department of Labor were focusing on OSY issues at the time. In 2006, they were not known or tracked, despite some estimates that for every one youth in school, there was one who was out-of-school or that the bulk of the armed groups in Mindanao were aged 15 to 25 years old and out of school. Advocacy from the Education for All initiative pushed the agenda to make this sector, visible. But still, unless the community finds these youth, they remain invisible and untracked. The cost of working with out-of-school youth is higher than with in-school youth. The education required of these youth is more than just technical. It requires life skills and in some instances, reintegration skills. The participation of the community and the youth parents are critical. And the financial support includes not just tuition for the skills training classes, but support for transportation, supplies and food. Youth shared that they had sometimes not attended classes prior to this training because of hunger.

Conclusion

In sum, based on extensive interview and surveys with program participants, implementing partners, employers, and other partners this study finds that for the 2,669 who graduated from EEA technical courses, the program effect stays on with them and their families. The youth who graduated know they can find jobs with their new skills and government trade licenses. Youth families also benefited since they now have role models for other family members. Parents have said they now realize that their sons can do more than farming and fishing and that other children are seeking to enroll in similar programs. The companies who hired OSY, have gained new views on working with disadvantaged youth, seeing that they can compare with schooled youth in doing the job. And NGOs have seen the importance of youth programming in their development work. NGOs have also seen the efficacy and advantages of the alliance approach as critical to the project successes.

The study also suggests that youth employability projects need to be integrated with the broader clientele they serve – youth, employers and communities – and can benefit from an alliance approach in developing integrated systems. However, working with the alliance approach means NGOs need to have new skills to enable them to relate with different sectors with different agendas. NGOs will need skills as integrators, with the ability to translate and link different agendas. Positively, the EEA Philippines program showcases how the EEA approach can be adopted and scaled up, with the initial program serving as a testing ground for initiatives that could gather the necessary attention and resources in this pursuit. Cost also appears to be fairly similar to other initiatives. It appears that partnerships can continue to promote successful approaches through their own networks.

While the three-year program succeeded and in some instances, surpassed its target and objectives, there are new areas that need to be addressed to become more effective in helping youth gain quality employment. One area is how to effectively interface with the business sector and develop relevant training and youth apprenticeship or OJT programs. Another issue that was not fully addressed by the EEA initiative is how to step up the skills of at-risk youth considering their low educational levels so they can access more stable jobs and how to support the new worker on the job, to include worker associations for job placement and job benefits. A further area which needs to be explored, and innovations should be devised, is in the area of youth entrepreneurship for urban based workers, family enterprises and rural agricultural youth entrepreneurs, particularly for those at-risk.

Finally, a lasting effect of EEA Philippines is the adoption by national government of the EEA approach in the YPS program being piloted in Misamis Oriental. Analysis of the full impact of this expansion of EEA models is not possible at this early juncture, but the possibilities and potential of successful implementation of YPS would suggest significant value to the alliance building approach engendered by the EEA program. As such initiatives develop; however, there will also be a need for policy reform and advocacy to make youth employability a continuing and critical concern for national and regional governments.

ANNEX A: Typology of EEA Partners and Leverage Contributions

Partner Name	Partner Role and Contributions
Non Government Organizations	
ALTERPLAN	Implementing partner
Asia Pacific Prosperity	Co-implementing partner
Fisheries Improved for Sustainable Harvest (FISH), Bongao, Tawi-Tawi	Educational field visit for the youth
Civil Society Network on Education	Partnership in developing Entrepreneurship Courses for out-of-school (OSY) that can be mainstreamed with the Bureau of Alternative Learning Systems Of the Department of Education
Davao City Chamber (DCCCI)	Implementing partner and project-level Secretariat
Habitat for Humanity Philippines (HFHP) – Philippine National Office (PNO) and Habitat Building Resource Center (HBRC)	Secured Habitat project sites as venue for OJT component of skills training; Upgraded the quality of Habitat workers; Linked training graduates to employment in Habitat projects; Coordinated skills training with day-to-day project management (in HBRC-managed projects)
Habitat for Humanity Chapters, General Santos City (5 chapters)	Integrate skills training with day-to-day Habitat project management; opened access to LGUs
Kasanyangan Foundation Inc.	Assistance in identifying and mobilizing OSY for the training
KFI Center for Community Development Foundation Inc.	Assistance in identifying and mobilizing OSY for the training
Marcellin Foundation	Implementing partner
Metal Working Association of the Philippines/ Cagayan de Oro Chapter	Implementing partner and project-level Alliance Secretariat
Mindanao Business Council	Provided access to jobs
Mindanao Center for Research & Development Coop	Assistance with micro-enterprises
Philippine Development Assistance Program	Implementing partner
Ploughshares	Implementing partner
Southeast Asian Fisheries Development Center (SEAFDEC), Tigbauan, Iloilo	Shared technology on seaweed farming
Tawi-Tawi Family Life Foundation (TFLF), Bongao, Tawi-Tawi	Arranged educational field visits for the youth
Private Sector	
Asia-PRO Cooperative	Manpower services and placement of graduates
Ateneo de Zamboanga University	Part of the implementation team and provided a resource person during training
Bloomingdale Store	Part of the implementation team, provided a resource person for the training, and provided space for the retail store for OSY products
Cagayan de Oro Steel Center, Inc., Tagoloan, Misamis Oriental	Provided on-the-job training (OJT) and employment opportunities
Edisons Machinery Works, Corp., Cagayan de Oro City	Provided OJT and employment opportunities
Chevron Philippines	Funds for training and materials
Davao Region Mango Contractors Association	Apprenticeships and access to companies for OJT of youth
Durian Industry Council	Apprenticeships and access to companies for OJT of youth
EEI Construction Corp., Villanueva, Misamis Oriental	OJT and employment opportunities

Partner Name	Partner Role and Contributions
Fitweld Limited, Inc., Cagayan de Oro City	OJT and employment opportunities
Food Processors Association of Davao	Apprenticeships, access to companies for OJT of youth
Goldtown Industrial Sales Corp., Cagayan de Oro City	OJT and employment opportunities
Hanjin Heavy Equipment Corp., Villanueva, Misamis Oriental	OJT and employment opportunities
JENARAs Manpower Services	Manpower services and placement of youth graduates
Lapanday Agricultural Development Corporation	Apprenticeships, access to companies for OJT of youth
MENZI Farms	OJT of youth
Mindanao Fruit Council	Apprenticeships, access to companies for OJT of youth
Mindanao Oriental Builders, Inc., Villanueva, Misamis Oriental	OJT and employment opportunities
Orophil Industries, Cagayan de Oro City	OJT and employment opportunities
Philippine Green Farm	Employment and training in the Banana Sector
Phividec Industrial Authority	Member of Alliance and access to OJT opportunities
Private Individuals/Professionals	Design of Youth Entrepreneurship Curriculum and training of youth in remote villages
Sikulan Seaweeds Farmers' Association, Tawi-Tawi	Mobilization and monitoring of participating youth
Sipangkot Seaweeds Farmers' Association	Mobilization and monitoring of participating youth
Sitangkai Seaweed LMC Corporation	Additional market for young people's seaweed harvest and a potential source of employment for youth graduates for quality control of seaweeds
Sanga-Sanga, Bongao, Tawi-Tawi; Kasangyangan Nursery Seaweed Enterprise (KNSE), Tigtabon Island, Zamboanga City	Educational field visit for the youth
SITEXPORTS	Seaweed market for the youth's raw dried seaweeds produce
Southern Mindanao Mango Industry Development Council	Apprenticeships, access to companies for OJT of youth
STI School in Zamboanga City	Co implementer of the modules, provider of classroom, training for the STI teachers on doing OSY training
SUMIFRU Corporation	Apprenticeships, access to companies for OJT of youth
TADECO	Apprenticeships, access to companies for OJT of youth
Tinambak Lugus Seaweeds Farmers' Association	Mobilization and monitoring of participating youth
Vegetable Industry Council of Mindanao	Apprenticeships, access to companies for OJT of youth
Vercide Engineering Services, Inc., Tagoloan, Misamis Oriental	OJT and employment opportunities
VM Paras, Tagoloan, Misamis Oriental	OJT and employment opportunities
Government: National & Local Government Units (LGU)	
Bureau of Alternative Education	Mentoring and follow up of youth for equivalency for High School
City Government of General Santos City	Policy support for Marcellin program
City Social Services Development Office, Davao City	Microfinance loans and access to the city government services
Davao City Barangays (six)	Community support in recruitment and monitoring of Youth

Partner Name	Partner Role and Contributions
Department of Agriculture, Davao City	Development of curriculum
Department of Agriculture Region 9	Technical assistance in agricultural training
Department of Education through their BALS representative for the Municipality, Misamis Oriental	Mobilizer of OSY, Assistance in Implementation of Program
Department of Education (DepEd), Sitangkai District	Functional education curriculum
Department of Labor and Employment, Davao City	Participation in the Youth Labor Study for the City Government
Department of Social Welfare & Comm Dev, National Office	Funds for Youth Productivity Service Model
Department of Science and Technology	Development of curriculum
Department of Trade, Davao	Technical training and seed capital for livelihood loans
ILO/City Government Project, Davao City	Youth entrepreneurship training
LGU of Davao del Norte, Provincial Department of Agriculture	Technical assistance in Hog raising and other agricultural training; provider of facilities for training based on government fees
Local Government Units of Misamis Oriental participating in YPS program	Development of operating plans for the Youth Productivity Services project
Local Government of Davao Norte	Technical and market access assistance to OSY enterprise products
Mindanao State University - TCTO	Technical support for seaweed tissue culture that will help propagate good and productive seaweed seedlings
Municipality of Opol, Misamis Oriental	Funds, materials and training venue for training of youth under YPS model
Municipal Departments of Social Welfare and Development, Zamboanga Sibugay and Zamboanga City	Provision for technical assistance; mobilizing out-of-school youth and co-building enterprises for the youth
Municipal Local Government Units of Sitangkai and Sibutu; Barangay Abinsanga (Sipangkot), Tawi-tawi	Development of a seaweed industry master plan
Local Government of Tagoloan	Additional resources and venue for the training of youth
Local Government of Villanueva	Additional resources and venue for the training of youth
Philippine Rice Research Institute	Technical Assistance in securing copyright
Provincial Department of Labor and Employment Office	Technical Assistance in Building Rural Organizations for OSY and provision of funding social enterprises
Provincial Government of Misamis Oriental	Funds for Youth Productivity Service model and mobilization
Region 9 Department of Labor and Employment	Technical assistance in building rural organizations for OSY and provision of funding social enterprises
Regional Department of Agriculture in Davao Provinces	Technical assistance in agricultural training
Technical Education and Skills Development Authority (TESDA) in Zamboanga, Davao del Norte, Davao City and Zamboanga Sibugay	Doing the OSY training, provider of funds for OSY course
TESDA, Misamis Oriental	Review and approval of adopted curriculum
TESDA & Bureau of Fisheries & Aquatic Resources, Tawi-Tawi	Accreditation of youth trainers and recognition of trainings initiated by PDAP; short listing of the youth graduates for futures TESDA training

Partner Name	Partner Role and Contributions
TESDA Kor-phil (Korea - Philippines Facility), Davao City	Training of youth
University of Southern Philippines, Davao City	Co-implementing partner
WNAS (Wangan National Agricultural School) in Davao City	Training of youth
Zamboanga City Department of Social welfare and the Department of Agriculture	Mobilization of OSY; Assistance in program implementation
Zamboanga Sibuguey Provincial Local Government Unit through the offices Governor George Hoffer and the Provincial Cooperative Development Office	Provision for technical assistance, funding mobilizing OSY and co-building enterprises for the youth
International Organizations	
Act for Peace Programme and World Food Programme	Enhanced access to target beneficiaries in Mindanao; Enhanced access to LGUs with Peace and Development Communities; Resources for additional support and services to beneficiaries
Building and Woodworkers Int'l (BWI) and National Union of Building and Construction Workers (NUBCW)	Linked training graduates to industry formation and potential benefits of membership in workers organization; Additional resources for training and certification of trainers-assessors; Linkages to industry association
International Labor Organization (ILO)	Enhanced access to target beneficiaries and LGUs in Guimaras; Resources for training of additional beneficiaries in distressed economic conditions



The International Youth Foundation (IYF) invests in the extraordinary potential of young people. Founded in 1990, IYF builds and maintains a worldwide community of businesses, governments, and civil-society organizations committed to empowering youth to be healthy, productive, and engaged citizens. IYF programs are catalysts of change that help young people obtain a quality education, gain employability skills, make healthy choices, and improve their communities. To learn more, visit www.iyfnet.org



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