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**International Youth Foundation**

**Education and Livelihood Skills Alliance**

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**Evaluation Plan**

**USAID Cooperative Agreement**  
**# AID 492-A-00-04-00029-00**

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# Education and Livelihood Skills Alliance Evaluation Plan

- I. **Introduction.** IYF has entered into a cooperative agreement #AID 492-A-00-04-00029-00 with USAID effective October 1, 2004 and ending September 30, 2007. The *Education and Employment Skills Alliance (ELSA)* will create and expand community-based learning and employment activities for Filipino young people, ages 30 and under, living in the Philippines in the southern island of Mindanao, including the Autonomous Region in Muslim Mindanao (ARMM).

The Alliance will contribute to the following Intermediate Results of USAID/Philippines:

- IR1. Community Based Learning Opportunities in School-less and Conflict Affected Areas.** Including: (a) building education infrastructure in Mindanao, including the Autonomous Region for Muslim Mindanao; (b) developing an alternative learning system for the non-formal education sector; and (c) engaging young leaders of Mindanao.
- IR2. Improving Teaching Capacity for Math, Science, and English.** Including: (a) increasing access to basic education using innovative technology.
- IR3. Promoting the Reintegration of Out-Of-School Youth into the Peaceful, Productive Economy.** Including: (a) enhancing opportunities for employment/self employment for out-of-school youth.
- IR4. Reforming Educational Policy.** Including: (a) conducting equivalency matrix policy research.

The sections that follow describe how *ELSA* will contribute to the achievement of the Intermediate Results listed above. They include the *ELSA* Outcome Logic Model which will serve as the basis for measuring performance; the methodologies that will be used and means of verification, the purposes of the evaluation and sample questions, and the individuals responsible for implementing the evaluation plan.

- II. **Outcome Logic Model.** The outcome logic model presented below identifies the primary inputs, major activities, outputs, and outcomes of the *Education and Livelihood Skills Alliance*. This Model serves as a tool to guide management, implementation, and evaluation personnel in achieving the projected results of the *Alliance* by the end of the three-year program period.

**ELSA Outcome Logic Model**

<b>Inputs (Resources)</b>	<b>Activities (Services)</b>	<b>Outputs (Products)</b>	<b>Outcomes (Benefits)</b>
<p><b><u>The Alliance &amp; Programs</u></b>            Financial resources, including Alliance funding and leveraged financial resources</p> <p>Non-financial resources, including staff time, volunteers, in-kind contributions, facilities, equipment, intellectual property etc.</p> <p>A National Implementing Partner with expertise and experience, as well as local networks with additional resources</p> <p>Program implementers with expertise and experience, as well as local networks with additional resources</p> <p>Existing local programs on education and livelihood skills</p> <p>Youth in formal and non-formal education programs, or out of school and unemployed</p> <p>Teachers, educators and education administrators</p> <p>The Department of Education National and Department of Education ARMM</p> <p>Other private sector partners</p> <p>Grant Administrator with significant global grant management experience</p> <p>USAID Philippines Mission</p>	<p><b><u>The Alliance</u></b>            Build Philippines Country Alliance and Country Alliance Steering Committee</p> <p>Develop and implement Country Alliance vision, goals, objectives and plans</p> <p>Fund, manage, monitor and evaluate Alliance programs in education and livelihood skills</p> <p>Leverage additional financial and non-financial contributions for Alliance activities</p>	<p><b><u>The Alliance</u></b>            One Country Alliance representing 5 major program implementers, 10 collaborating organizations, and other partners with other Mission bilateral funding</p> <p>An annual assessment and plan for Alliance and Alliance program activities</p> <p>Education and livelihood skills programs to support four intermediate results (IR) in key program areas</p> <p>2:1 leverage on USAID resources, to include cash and in-kind contributions</p>	<p><b><u>The Alliance</u></b>            A Country Alliance facilitating, brokering and leveraging new resources, ideas, technologies and partnerships to address education and livelihood challenges in Mindanao</p>

	<p><b>IR 1 Community-based learning opportunities</b></p> <ul style="list-style-type: none"> <li>• Build and improve school infrastructure</li> <li>• Provide primary healthcare and supplemental feeding to needy students<sup>1</sup></li> <li>• Provide scholarships and tutoring in reading to low-income students<sup>2</sup></li> <li>• Establish alternative learning systems for youth without access to formal education</li> </ul>	<p><b>IR 1 Community-based learning opportunities</b></p> <ul style="list-style-type: none"> <li>• 87 classrooms constructed/repaired/upgraded and furnished serving nearly 5,000 students<sup>3</sup></li> <li>• 1,600 students de-wormed and immunized and participating in special supplemental feeding program<sup>4</sup></li> <li>• 143 schools nurses supplied with medical kits<sup>5</sup></li> <li>• 2,000 students per year receiving scholarship assistance<sup>6</sup></li> <li>• 13 reading camps with 26 participating school involving 2,080 students<sup>7</sup></li> <li>• 40 teachers with improved instructional skills and supplied with quality teaching materials</li> <li>• 17 PTCAs capable of managing education improvement projects</li> <li>• 16 schools equipped with Science labs and equipment</li> <li>• 5 school boards trained on education policies</li> <li>• <u>Alternative Learning System</u><sup>8</sup></li> <li>• 1,450 out-of-school youth provided with opportunities for non-formal basic education</li> </ul>	<p><b>IR 1 Community-based learning opportunities</b></p> <ul style="list-style-type: none"> <li>• Increased access to educational opportunities for youth in and out of school</li> <li>• Improved school administration and effective implementation of education policy</li> </ul>
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<sup>1</sup> Activity is an enhancement—not specified in the original outcome logic model in IYF’s proposal.

<sup>2</sup> Ibid.

<sup>3</sup> Outcome logic model in IYF original proposal specified 6 new schools consisting of 17 classrooms constructed and furnished in school-less communities serving nearly 5,700 students; 36 classrooms constructed, repaired or upgraded.

<sup>4</sup> This is an enhancement—not specified in the original outcome logic model in IYF’s proposal.

<sup>5</sup> Ibid.

<sup>6</sup> Ibid.

<sup>7</sup> The outputs in this section are an enhancement—none of the outputs specified in the Alternative Learning System were specified in IYF’s original proposal to USAID.

	<ul style="list-style-type: none"> <li>• Implement non-formal education accreditation and equivalency system</li> <li>• Implement youth-to-youth mentoring and civic education programs</li> </ul>	<ul style="list-style-type: none"> <li>• 40 instructional managers with skills in conducting non-formal basic education learning activities using the Accreditation and Equivalency Program of the Department of Education<sup>9</sup></li> <li>• 5 teachers capable of conducting Skills for Life Training Sessions</li> <li>• 5 staff capable of conducting tri-sector partnership building activities</li> <li>• 90% (1,305) of 1,450 completed the A &amp; E Program of the Department of Education;</li> <li>• 80% (1,044) of 1,305 completers took the A &amp; E/PEPT takers;</li> <li>• 80% (835) of 1,044 passed A &amp; E/PEPT test 80% (668) of 835 passers re-enrolled in the formal school;</li> </ul> <p>Civic Engagement of Young People:<sup>10</sup></p> <p><u>In-School Youth</u></p> <ul style="list-style-type: none"> <li>• Specialized leadership training module designed for high school young leaders</li> <li>• 200 high school students from 45 schools acquire skills in leadership, project planning and implementation, resource mobilization skills</li> <li>• 20 community projects implemented by young leaders</li> <li>• 6 interfaith dialogues involving 90 young leaders</li> <li>• 5 learning sessions involving 100</li> </ul>	<ul style="list-style-type: none"> <li>• Young people more engaged in their communities</li> </ul>
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<sup>9</sup> This is a revision. The outcome logic model in original proposal specified “45 facilitators with skills in conducting non-formal basic education learning activities.”

<sup>10</sup> The outputs in the Civic Engagement in Young People Section (i.e., In-School Youth, and Out-of-School Youth) are an enhancement and were not specified in IYF’s original outcome logic model in it’s proposal to USAID>

		<p>young leaders from Mindanao and 100 young leaders from other parts of the country</p> <ul style="list-style-type: none"> <li>• 4 leadership training institutions as partners in providing training and capacity building for young leaders</li> </ul> <p><u>Out-of-School Youth</u></p> <ul style="list-style-type: none"> <li>• Civic Youth Engagement Training Course revised to suit situation of target area</li> <li>• # of Youth acquiring skills in civic engagement: 90% (1,035) of 1,450 ALS learners 810 Integrated Technical Education students</li> <li>• 15 NGO staff able to facilitate youth civic engagement</li> <li>• 250 IP youth trained in Phil. Indigenous Youth Leadership Training program</li> <li>• 6 staff from 3 NGOs able to facilitate socio(civic)-economic engagement of IP Youth</li> <li>• 60 youth groups attending/attended ALS engaged in community projects</li> <li>• 30 youth groups attending Integrated Technical Education engaged in community projects</li> </ul>	
	<p><b>IR 2 Teacher capacity in Math, Science and English, including the use of innovative technology for alternative learning systems</b></p> <ul style="list-style-type: none"> <li>• Provide in-service training, instructional skills and methodologies to teach Math, Science and English</li> </ul>	<p><b>IR 2 Teacher capacity in Math, Science and English including the use of innovative technology for alternative learning systems</b></p> <ul style="list-style-type: none"> <li>• 720 teachers trained in the use of technology in instruction and improving teaching skills</li> </ul>	<p><b>IR 2 Teacher capacity in Math, Science and English including the use of innovative technology for alternative learning systems</b></p> <ul style="list-style-type: none"> <li>• Teachers with higher levels of confidence and competence to teach Math, Science and English</li> </ul>

<sup>11</sup> This section of the output is an enhancement.

<sup>12</sup> Number of National Trainers of teachers trained has been increased from 8 to 12.

	<ul style="list-style-type: none"> <li>• Provide teachers with high quality Math, Science and English lesson plans that align with Department of Education curricula standards</li> <li>• Use videos and other multimedia platforms to augment Math, Science and English curricula</li> <li>• Provide training to instructional managers of alternative learning systems on the use of innovative educational delivery modes</li> <li>• Provide multi-media materials for clients of alternative learning systems</li> </ul>	<ul style="list-style-type: none"> <li>• 120 principals/school heads coached for leadership of schools' use of technology and new instructional methods <b>and provided skills on managing alternative learning systems with the use of media-assisted approaches<sup>11</sup></b></li> <li>• <b>12 National Trainers<sup>12</sup></b> of teachers trained in facilitation skills and implementation of teacher workshop</li> <li>• <b>100,000+ students<sup>13</sup> in grades 5 &amp; 6 science, math, and English</b></li> <li>• <b>60 instructional managers of alternative learning systems knowledgeable and skilled on the use of technology-based learning strategies<sup>14</sup></b></li> <li>• <b>8,000 learners of the Alternative Learning System provided with learning experiences with the use of multi-media learning packages<sup>15</sup></b></li> <li>• 120 participating schools</li> <li>• 220 video and 140 radio programs integrated into English, Math and Science lessons</li> <li>• 10 video and 20 audio packages for out-of-school project clients</li> <li>• 220 new lesson plans aligned with the National standards for English, Math and Science</li> <li>• 100 Learning modules for out-of-school projects' clients conceptualized within the Mindanao setting</li> </ul>	<ul style="list-style-type: none"> <li>• School principals equipped with school management skills on technology-based approaches for the learners of alternative learning systems</li> <li>• Students with higher quality education and improved achievement levels in Math, Science and English</li> <li>• Instructional managers with enriched competencies on the use of technology-based teaching approaches under the alternative learning systems</li> <li>• Learners of alternative learning systems with higher quality , relevant learning experiences</li> </ul>
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<sup>13</sup> Number of students impacted has been increased from 96,000 to 100,000+.

<sup>14</sup> This is an enhancement—not in the original outcome logic model.

<sup>15</sup> Ibid.

	<p><b>IR 3 Reintegration of out-of-school youth</b></p> <ul style="list-style-type: none"> <li>• Implement vocational, life and self-employment skills development programs</li> <li>• Develop young entrepreneurs through skill development, adult mentoring and seed funding for self-employment</li> </ul> <ul style="list-style-type: none"> <li>• Provide training and technical assistance on implementation of integrated technical education</li> </ul>	<p><b>IR 3 Reintegration of out-of-school youth</b></p> <ul style="list-style-type: none"> <li>• 90% (810) of 900 out-of-school youth acquired employable/self-employable<sup>16</sup></li> <li>• 90 integrated technical education students acquiring skills in entrepreneurship and potential sources of funding identified<sup>17</sup></li> <li>• 60%(486) of the integrated technical education graduates are employed<sup>18</sup></li> <li>• 90 youth engaged in self-employment<sup>19</sup></li> <li>• 15 teachers from 5 technical education institutions able to conduct of Skills for Life Sessions<sup>20</sup></li> <li>• 15 staff from 5 technical education institutions with skills in tri-sector partnership building<sup>21</sup></li> <li>• 4 institutions trained and mentored in the implementation of integrated technical education</li> <li>• 8 national trainers of teachers skilled in facilitation and implementation of teacher workshops<sup>22</sup></li> </ul>	<p><b>IR 3 Reintegration of out-of-school youth</b></p> <ul style="list-style-type: none"> <li>• Young people with improved skills, attitudes and behaviors that enable them to be employed in jobs and/or engage in self-employment</li> </ul> <ul style="list-style-type: none"> <li>• Mindanao-based institutions with capabilities of implementing integrated technical education for poor youth</li> </ul>
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<sup>16</sup> Revised output from the original outcome logic model, which stated “900 out-of-school youth trained in vocational, life and self-employment skills.

<sup>17</sup> Revised output from the original outcome logic model which stated “90 young entrepreneurs trained, mentored, and with access to seed funding.”

<sup>18</sup> This output is an enhancement—not in original outcome logic model.

<sup>19</sup> Ibid.

<sup>20</sup> Ibid.

<sup>21</sup> Ibid.

<sup>22</sup> Ibid.

	<p><b>IR 4 Education policy reform</b></p> <ul style="list-style-type: none"> <li>• Develop equivalency measures to facilitate accreditation of graduates of madaris</li> <li>• Conduct focus group interviews</li> <li>• Review policy documents</li> </ul>	<p><b>IR 4 Education policy reform</b></p> <ul style="list-style-type: none"> <li>• Equivalency matrix of standards for school accreditation</li> <li>• Descriptive report of education policies and their implementation with recommendations for improvement</li> <li>• At least 3 report dissemination meetings with relevant Departments of Education staff</li> <li>• Report results communicated through 3 communication delivery mechanisms (web, newsletter, media outlets)</li> </ul>	<p><b>IR 4 Education policy reform</b></p> <p>Improved access to higher education and employment opportunities for graduates of madaris as compared with public school counterparts</p>
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**III. Methodologies to Demonstrate Results.** To measure performance, for comparison purposes the *ELSA* will use the following documents: its cooperative agreement document with USAID/Philippines, the annual Detailed Implementation Plan and budget, and this evaluation plan.

To verify results, a variety of methodologies will be employed, including semi-structured interviews, focus groups, direct observation, and secondary data such as periodic programmatic reports, minutes/reports of meetings, memorandums of understanding and/or letters of agreement, and case studies, etc.

The following charts illustrates the means the *ELSA* will use to verify outputs:

<b>Outputs</b>	<b>Means of Verification</b>
<b>The Alliance:</b>	
One Country Alliance representing 5 major program implementers, 10 collaborating organizations, and other partners with other Mission bilateral funding	Memorandums of Understanding or Letters of Agreement Sub grant agreements Reports Direct observation Interviews Focus groups
An annual assessment and plan for Alliance and Alliance program activities	Annual progress report Annual Detailed Implementation Plan
Education and livelihood skills programs to support four Intermediate Results in key program areas	Annual Detailed Implementation Plan
2:1 Leverage on USAID resources, to include cash and in-kind contributions	Tracking systems at the Secretariat and Country Alliance levels Reports
<b>IR 1 Community based learning activities</b>	
87 classrooms constructed/repared/upgraded and furnished serving nearly 5,000 students	Direct observation Records Reports
1,600 students de-wormed and immunized and participating in special supplemental feeding program	Records Reports
143 schools nurses supplied with medical kits	Receipts Reports
2,000 students per year receiving scholarship assistance	Records Reports
13 reading camps with 26 participating school involving 2,080 students	Pre/post tests Attendance record Reports
40 Teachers with improved instructional skills and quality teaching materials	Training agendas Training materials Attendance records Participant evaluation forms Reports Direct observation Interviews Focus groups

	Pre & post test results
17 PTCAs capable of managing education improvement projects	Training agendas Training materials Attendance records Participant evaluation forms Reports Direct observation Interviews Focus groups
17 Schools equipped with Science labs and equipment	Direct observation Records Reports
5 School boards trained on education policies	Training agendas Training materials Attendance records Participant evaluation forms Reports Direct observation Interviews Focus groups
40 instructional managers with skills in conducting non-formal basic education learning activities using the Accreditation and Equivalency Program of the Department of Education  5 Instructional Managers trained to conduct Skills for Life Sessions  5 staff of NDFCAI-WED trained in Tri-Sector Partnership Building	Training agendas Training materials Attendance records Participant evaluation forms Reports Direct observation Interviews
90% (1,305) of 1,450 completed the A & E Program of the Department of Education; 80% (1,044) of 1,305 completers took the A & E/PEPT takers; 80% (835) of 1,044 passed A & E/PEPT test 80% (668) of 835 passers re-enrolled in the formal school;	Enrollment records Reports Learners' Portfolio Test Results Direct observation Interviews Focus group discussion
Civic Engagement:  In-School Youth <ul style="list-style-type: none"> <li>Specialized leadership training module designed for high school young leaders</li> <li>200 high school students from 45 schools acquire skills in leadership, project planning and implementation, resource mobilization skills</li> </ul>	Printed manual of leadership training module  Leadership training module specialized for Mindanao Attendance records Reports Interviews Focus Groups
<ul style="list-style-type: none"> <li>20 community projects implemented by young leaders</li> </ul>	Youth Project Plans Reports Project records

	<p>Direct observations Interviews Focus group discussion</p>
<ul style="list-style-type: none"> <li>6 interfaith dialogues involving 90 young leaders</li> </ul>	<p>Attendance records Reports Interviews Focus group discussion</p>
<ul style="list-style-type: none"> <li>5 learning sessions involving 100 young leaders from Mindanao and 100 young leaders from other parts of the country</li> </ul>	<p>Attendance records Reports Interviews Focus group discussion</p>
<ul style="list-style-type: none"> <li>4 leadership training institutions as partners in providing training and capacity building for young leaders</li> </ul>	<p>MOUs or MOAs Reports</p>
<p><u>Out-of-School Youth:</u></p> <ul style="list-style-type: none"> <li>Civic Youth Engagement Training Course revised</li> </ul>	<p>Civic engagement training course available for disadvantaged young people in the target areas</p>
<p># of Youth acquiring skills in civic engagement: 90% (1,035) of 1,450 ALS learners 810 Integrated Technical Education students</p> <ul style="list-style-type: none"> <li>15 NGO staff able to facilitate youth civic engagement</li> <li>250 IP youth trained in Phil. Indigenous Youth Leadership Training program</li> <li>6 staff from 3 NGOs able to facilitate socio(civic)-economic engagement of IP Youth</li> </ul>	<p>Training curricula Attendance records Reports Direct observation Interviews</p>
<ul style="list-style-type: none"> <li>60 youth groups attending/attended ALS engaged in community projects</li> <li>30 youth groups attending Integrated Technical Education engaged in community projects</li> </ul>	<p>Youth Project Plans Reports Project records Direct observations Interviews Focus group discussion</p>
<p><b>IR 2 Teacher Capacity in Math, Science, and English and Alternative Learning Systems</b></p>	
<p>720 teachers knowledgeable and skilled in the use of technology in instruction and training skills</p>	<p>Training agendas Training materials Attendance records Participant evaluation forms Reports Direct observations Interviews Focus groups</p>
<p>120 principals/school heads coached for leadership of schools' use of technology and new instructional methods</p>	<p>Training agendas Training materials Attendance records Participant evaluation forms Reports Direct observations Interviews Focus groups</p>

12 national trainers knowledgeable on facilitation skills and implementation of teacher workshops	Training agendas Training materials Attendance records Participant evaluation forms Reports Direct observations Interviews Focus groups
120 school participating in the project	Records Reports
100,000+ students in grades 5 & 6 performing better in science, math, and English subjects	Records Reports Direct Observation Interviews Focus groups Case studies on best practices
60 instructional managers of alternative learning systems knowledgeable and skilled on the use of technology-based learning strategies	Training agendas Training materials Attendance records Participant evaluation forms Reports Direct observations Interviews Focus groups
8,000 learners of the Alternative Learning System provided with learning experiences with the use of multi-media learning packages	Training agendas Training materials Attendance records Participant evaluation forms Reports Direct observations Interviews Focus groups
220 Video and 140 radio programs integrated into Math, Science, and English lessons	Materials produced and used in the classroom
10 Video and 20 audio packages for out-of-school project clients	Material produced and used in the classroom
220 New lesson plans aligned with national standards for Math, Science, and English conceptualized within the Mindanao setting	Materials produced and used in the classroom
100 Learning modules for out-of-school projects' clients conceptualized within the Mindanao setting	Materials produced and used in ALS classes
<b>IR3 Reintegration of out-of school youth</b>	
<ul style="list-style-type: none"> <li>• 90% (810) of 900 out-of-school youth acquired employable/self-employable</li> <li>• 90 integrated technical education students acquired skills in entrepreneurship and potential sources of funding identified</li> <li>• 60%(486) of the integrated technical education graduates are employed</li> <li>• 90 are engaged in self-employment</li> </ul>	Training curricula Attendance records Training records Reports Direct observation Interviews Focus groups
<ul style="list-style-type: none"> <li>• 15 teachers from 5 technical education institutions able to conduct of Skills for Life</li> </ul>	Training curricula Attendance records

Sessions • 15 staff from 5 technical education institutions with skills in tri-sector partnership building	Pre/Post Tests Reports Direct observation Interviews
• 4 institutions able to implement integrated technical education	Training agendas Training materials Attendance records Participant evaluation forms Reports Direct observation Interviews Focus groups
• 8 National trainers of teachers skilled in facilitation skills and implementation of teacher workshops	Training agendas Training materials Attendance records Participant evaluation forms Reports Direct observation Interviews Focus groups
<b>IR 4 Education Policy Reform</b>	
Equivalency matrix of standards for school accreditation	Policy mapping documents Reports
Descriptive report of education policies and their implementation with recommendations for improvement	Report
At least three report dissemination meetings with relevant Departments of Education staff	Meeting agendas Attendance records Minutes of meetings
Report results communicated through three communication delivery mechanisms (web, newsletter, &/or media outlets	Reports available on the web, newsletter, and media outlets

**IV. Evaluation Purposes and Sample Questions.** The evaluation of the *ELSA* initiative is guided by four main purposes:

- a. To monitor the program on a quarterly basis to gauge its level and pace of implementation;
- b. To conduct a formative evaluation to improve the implementation and effectiveness of the program over its life span;
- c. To conduct a summative evaluation to determine the achievement of the outputs by *ELSA* as defined above; and
- d. To synthesize knowledge useful for other actors about the design, implementation, results, and challenges of creating and maintaining a Country Alliance to improve educational and employment opportunities in the Mindanao and Autonomous Region in Muslim Mindanao.

Keeping these evaluation purposes in mind, the following are five sample question areas that will guide the *ELSA*'s evaluation processes:

- a. Results achieved; results planned but not achieved, and why; and pace of implementation;
  - b. Any unintended results (positive or negative) and why;
  - c. Factors hindering program implementation; program areas/activities that should be modified and why;
  - d. Opportunities that have arisen and ones that were taken advantage of; why or why not; and
  - e. Main lessons learned/findings for replication and expansion.
- V. **Individuals Responsible for the Evaluation Plan.** The evaluation team for the *ELSA* initiative will consist of the following persons: IYF's Director of Technical Support Services (lead), the IYF's *ELSA* Program Director and Program Coordinator, and one staff member per implementing partner organization (five total). The later will also be supported by *ELSA* Country Alliance partner organization staff implementing activities under the four Intermediate Results.