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**International Youth Foundation**

**Education and Livelihood Skills Alliance**

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

**Detailed Implementation Plan**  
**FY3: October 1, 2006 to September 30, 2007**

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- I. Program Design.** The *Education and Livelihood Skills Alliance (ELSA)* creates and expands community-based learning and employment activities for Filipino young people, ages 24 and under, living in the Philippines in the southern island of Mindanao, including the Autonomous Region in Muslim Mindanao (ARMM).

In addition to the International Youth Foundation, *ELSA* brings together the following key organizations to address education and livelihood challenges faced by Mindanao youth:

- Ayala Foundation;
- Consuelo Foundation;
- Petron Foundation;
- Philippine Business for Social Progress; and the
- South East Asian Ministers of Education Organization Regional Center for Educational Innovation and Technology (SEAMEO INNOTECH).

During the third year of the three-year program period, the activities outlined in this Detailed Implementation Plan 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

**Implementing Organizations:** Philippines Business for Social Progress and the Petron Foundation

(b) Developing an alternative learning system for the non-formal education sector

**Implementing Organizations:** The Consuelo Foundation, and

(c) Engaging young leaders of Mindanao

**Implementing Organizations:** The Ayala and Consuelo Foundations

**IR2. Improving Teaching Capacity for Math, Science, and English.**

Including: (a) Increasing access to basic education using innovative technology

**Implementing Organization:** SEAMEO-INNOTECH

**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

**Implementing Organization:** The Consuelo Foundation

**IR4. Reforming Educational Policy.**

Including: (a) Conducting equivalency matrix policy research

**Implementing Organization:** SEAMEO-INNOTECH

**II. Program Convergence Statement.** In support of program convergence not only among partners within ELSA, but externally with other member organizations of EQuALLS 1 during FY 3, ELSA reaffirms it will be proactive in looking for touch points to conduct joint programming, share intellectual property, offer training and material resources, and share learnings and best practices to better contribute to the achievement of USAID/Philippines four IRs listed above.

**III. Program Coordination.** IYF and the Ayala Foundation will continue their roles to coordinate activities and communicate regularly with *ELSA* partners, USAID/Philippines and its education project sub contractor, the Educational Development Center (EDC), and EQuALLS 1 partners such as sharing of quarterly reports and participating in joint workshops, program reviews, and meetings to share progress, identify synergies and solicit feedback to further enhance program implementation and convergence.

In accordance with the IYF's Cooperative Agreement, *ELSA's* Detailed Implementation Plan FY3 will be submitted to both USAID/Philippines and the EDC for review and feedback.

IYF will continue to conduct the following activities throughout Fiscal Year 3:

- Serve as primary liaison to USAID/Philippines, EDC, and ELSA partners;
- Provide overall management of the USAID grant;
- Promote convergence activities among ELSA partners and beyond to other partners in EQuALLS 1 as may be relevant;
- Assist EDC/USAID/Philippines in the achievement of EQuALLS 1 outputs and outcomes;
- Conduct/manage trainings as may be required for example in such areas as best practices in engaging young people in service learning activities and in youth engagement and employment.

- Conduct field based reviews of program performance and outputs as well as provide technical assistance in monitoring and evaluation of projects;
- Implement IYF Communications Plan for *ELSA*;<sup>1</sup>
- Perform financial management activities;
- Track leveraged contributions;
- Provide quarterly programmatic and financial reports to USAID/Philippines and EDC; and
- Oversee compliance requirements.

Over the next 12 months, the Program Director (e.g., Chief of Party) anticipates making up to six trips (bi-monthly) to the Philippines for management, training, program reviews, and evaluation purposes. The Program Coordinator anticipates making up to three trips to conduct field-based reviews and site visits with local partner staff as another means of verifying achievements on promised outputs. The Finance Officer will make up to two trips for evaluation and technical assistance purposes. The Vice-President of Education anticipates making at least one trip for performance reviews, technical assistance, and private sector outreach purposes. Finally, the Director of Publications will make up to two trips in order to ensure ongoing implementation of the IYF Communications Plan for *ELSA*, specifically in the production of the annual newsletter and work works in strategic alliances publication.

As the National Partner/Secretariat of the Steering Committee (SteerCom) of *ELSA*, the Ayala Foundation will conduct the following activities throughout Fiscal Year 3:

- Convene *ELSA* Steering Committee members on a monthly basis to review program implementation processes and achievements;
- Prepare and/or consolidate reports of the Alliance;
- Promote and assist with IYF in the facilitation of convergence activities among *ELSA* partners and beyond with other EQuALLS 1 partners as may be appropriate;
- Assist EDC/USAID Philippines jointly with IYF other *ELSA* partners in helping to achieve EQuALLS 1 outputs and outcomes;
- Conduct in conjunction with IYF periodic, mid and annual program and alliance level reviews and evaluation;

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<sup>1</sup> Includes the delivery of an annual e-newsletter to update stakeholders on *ELSA* activities (October-November 2006) and working with a locally-based author on the development of a What Works: *ELSA* to profile the alliance itself and lessons learned in public-private partnerships for education and employment for young people in Mindanao (publication during or before September 2007).

- Assist *ELSA* members in their resource mobilization efforts;
- Assist in tracking leveraged contributions;
- Implement communications strategy and establish partnerships with Manila and local Mindanao media; and
- Conduct process documentation of Alliance activities.

Section IV below provides brief descriptions of the activities to be conducted by *ELSA*. Section V refers briefly to IYF's Evaluation Plan for *ELSA* and how the activities will be monitored. Section VI lists the outputs for each IR and its attendant activities that will contribute to the achievement of the Intermediate Results listed above during the second year of the three-year program period. Section VII lists the assumptions which are the basis for a successful and timely completion of the program. Section VIII list contains the implementation schedule and Section IX contains the budget for Year 3 activities.

#### **IV. Activities by IR to be Conducted by *ELSA* During the Third Program Year**

##### **IR1. Community Based Learning Opportunities in School-less and Conflict Affected Areas.**

###### **A. Building Education Infrastructure in Mindanao, including the Autonomous Region for Muslim Mindanao.**

**Lead Implementing Organizations:** Philippine Business for Social Progress and Petron Foundation

**Geographical Focus:** all 5 ARMM provinces, Zamboanga Peninsula Provinces, Sarangani, Misamis Occidental, South Cotabato, Davao City and Lanao Norte.

Sixteen activities and tasks will be conducted by PBSP/PETRON during the four quarters of the third year:

- 1. Partnership Development and Enhancement.** In the third year of program implementation, PBSP and Petron Foundation will continue its strategy of working in partnership with local partner organizations in the identified project areas. A special focus will be given to building the capability of partners to enable them to sustain the gains of the program beyond *ELSA*'s program life.

PBSP/Petron will continue to provide capability-building activities such as technical assistance for the partners, as needed, particularly along project planning, implementation, and management; resource

mobilization, and organizational management. As before, it will also closely assess and review the financial systems of the organizations and provide its services to ensure compliance to the requirements set by *ELSA* and USAID through the program.

PBSP/Petron will also sustain the involvement of the Department of Education in the area, the administrators and the PTCAs of the beneficiary schools in project development, implementation and monitoring. Apart from those important stakeholders, PBSP/Petron will also look into strengthening sustainability mechanisms and structures for collaboration and cooperation in education-related initiatives.

The involvement of the business sector at various levels and capacities will also be continuously engaged, being an important stakeholder of education.

- 2. School Building Construction.** Petron Foundation shall construct 17 new classrooms for Year 3, as well as complete the 17 classrooms scheduled to be constructed in Year 2. PBSP, on the other hand, will construct at least 30 new classrooms within Year 3.

Just like the previous years, a set of established processes will be undertaken to ensure that the classrooms are efficiently constructed. Technical assessments will be conducted. The PTCA and administration of the schools will be actively engaged in the planning and implementation stages, particularly in providing unskilled labor, security and storage of the construction materials. Moreover, they will be tasked to formulate a maintenance plan for the building. The DepED and LGU will be involved in helping the school in securing the proof of land ownership permits for construction.

The construction will be monitored to ensure compliance to technical specifications. The classrooms will be formally turned-over to the schools upon completion.

- 3. Provision of School Chairs and Desks.** About 4,860 chairs and desks will be provided to high school and elementary students for Year 3. The new classrooms that will be constructed by Petron and PBSP will be provided with chairs for use of the students. The other chairs will be given to schools with low *seat to student ratio* based on an assessment to be conducted with the help of the Department of Education.

Since the school PTCAs are responsible for maintaining the chairs, they will be assisted in formulating a utilization and management plan.

The plan will include provisions for repair or replacement of chairs. As soon as the requirements are completed, the chairs will be turned over to the school administration, which, along with the PTCA will distribute the chairs to the proper recipients.

- 4. Provision of Textbooks and Reference Books.** This year, PBSP/Petron aims to provide at least 750 textbooks and reference books to public schools in the area. This target is based on the initial analysis of the textbook needs of various grade levels in the area.

Recipient schools will be encouraged to put up mini-libraries and reading corners using the reference and story books that will be provided. Local school authorities will assist in determining the types of books to be distributed to ensure that they are appropriate and will be of use to the children.

The PTCAs will help in formulating guidelines/policies in the usage, care, and safekeeping of the books. The association will also assist in initial, quarterly, and year-end inventories and monitoring.

- 5. Supplemental Feeding for Malnourished Children.** About 1,100 school children will be provided with supplemental feeding, deworming and immunization in Year 3. In identifying the beneficiaries, children who are malnourished based on weight and physical examination results will be prioritized.

PBSP/Petron will be working closely with the local government units, Department of Education (DepEd) and other line agencies in the areas to implement this initiative. Similar to last year, DepEd, with the help of the local government will conduct parasite prophylaxis in students before the start of the feeding activities. A nutritionist from the local government unit or DepEd will be asked to prepare a menu to ensure that the children receive the proper nutrition that they need.

PTCAs will play a significant role in the feeding program, particularly in information dissemination, assisting in the parasite prophylaxis activity and in food preparation and marketing during the feeding activities. Furthermore, they will also be asked to assist in monitoring the progress of the children and the implementation of the project.

- 6. Distribution of Medical Kits to School Nurses.** An additional 30 medical kits will still be distributed to school nurses in Year 3. DepED will assist in identifying and prioritizing the school nurses that need the kits.

PTCAs will be asked to assist the nurses in the health monitoring activities and in providing health education to students.

- 7. Support to the Technology and Livelihood Education (Edukasyong Pangtahanan at Pangkabuhayan).** For Year 3, a total of six (6) schools will be provided with TLE facilities and equipment that will enable the students to learn vocational and technical skills while they are in school. This is in addition to the ten schools that have already been provided with the equipment in the past two years.

Assessment in terms of the needs of the schools, the curriculum that is currently implemented and the capability and skills of the teachers will be done to ensure that the equipment will be appropriate for the school. As needed, teachers will be trained and updated on the use of the equipment and in effective teaching strategies so that they would be able to competently manage the learning and development of the students.

The PTCAs and the school administration in each school will be responsible in providing a space for the equipment, including its repair and improvement. They will also be tasked to formulate a utilization and maintenance plan that contains provisions on repair or replacement of equipment.

- 8. Establishment of Audio-visual Facilities and Science Laboratories.** Initial consultations will be done with DepEd to determine the schools that may qualify as recipients for the audio-visual facilities and the science laboratory equipment. This year, 15 schools will be provided with audio-visual equipment while five (5) schools will be provided with science laboratory equipment.

Before providing science laboratory equipment and audio-visual facilities, the identified schools will be asked to submit an inventory of any available equipment. The list will be compared with the basic requirement determined by DepEd and a final list of equipment and facilities will be prepared for each school.

The task of ensuring the safety and proper maintenance of the equipment and facilities will be handled by the PTCAs and the administrators of the beneficiary schools. This would entail setting up a room or a space for the equipment and providing for the repairs and improvement needed for a science laboratory or audio-visual room (e.g. lavatory and water supply for science labs). The PTCAs will also be required to formulate a utilization and maintenance plan for the equipment.



- 9. Scholarship Assistance for Indigent Students.** Approximately 2,545 educational assistance slots for indigent students will still be provided this year. Some of these students were those assisted in the previous years. The educational assistance package includes basic school supplies, uniforms and shoes, rain gear and other necessities that may be identified.

Screening committees will review the appropriateness of the criteria for selection and other guidelines to ensure that the beneficiaries are properly identified. The supplies and materials will be purchased and distributed to the students. The performance of the beneficiaries will be monitored regularly through report cards and teacher-parent conferences

PTCAs and local school officials will still play crucial roles in the planning and implementation phase of the intervention – from screening to monitoring and evaluation.

- 10. Support for Remedial Reading.** Various strategies have been employed to achieve the objectives of this initiative. Among them, the conduct of reading camps and support to the development of teachers' capabilities in teaching reading and comprehension. These strategies are directed at non and slow readers (also known as frustrated readers – students whose reading capacity is one or more years below their grade level).

This year, PBSP/Petron is targeting at least 860 non and slow readers to benefit from remedial reading initiatives. Identification of the beneficiaries for the remedial reading initiatives will be based on the reading and comprehension skills test/assessment for elementary students conducted regularly by the DepEd.

PBSP/Petron will use the *per school approach* in choosing the beneficiaries of the reading camp. This means that whenever possible, the students will be chosen from one or two schools so that maximum impact is achieved and it would be easier to monitor the progress of the children.

As in the previous reading camps, teachers will be trained as facilitators to handle about 10 non or slow readers. The camp will last from three to five days, and will involve non-threatening learning activities to improve the reading and comprehension skills of the beneficiaries. Upon completion of the encampment, a post-assessment of the reading skills of the participants shall be conducted to measure their progress.

The PTCA and local school officials of the beneficiary schools will actively take part in organizing and managing the reading camp and in monitoring the progress of the students during the regular classes.

**11. Licensure Examination Review Support for Teachers.** During Year 3, PBSP will focus on strengthening capability enhancement support for teachers. Instead of conducting LET review classes, efforts will be concentrated on teachers training whose focus will be shifted from Teaching Technologies to Teaching with Technologies. Strategies that will supplement the teachers' efforts will also be adopted.

**12. Project Management Capability Building for Parents, Teachers, and Community Associations.** This year, at least 10 newly engaged PTCAs with 240 participants will be trained in organizational and project management. A training needs assessment will be conducted, the results of which will be used as basis for designing the training courses. Preparatory activities for the training will be conducted, including identification of participants, resource person and arrangements for logistical requirements. After the training, post evaluation will be conducted and coaching/ technical assistance will be regularly provided.

PTCAs of the beneficiary-schools for the Petron Adopt-a-School project would also undergo training in Personal Effectiveness, Leadership and Strategic Management.

**13. Teachers and School Administrators Capability Enhancement.** Around 290 teachers will be trained along reading and comprehension, and development of competencies specific to learning facilities that will be provided. On the other hand, about 140 school administrators will be provided with training to become better school administrators. PBSP/Petron Foundation will conduct training needs assessment to determine the specific content and methodologies for the training courses, and design training modules accordingly.

This year, the teacher training sessions will be lodged into various initiatives to improve the quality of education. As mentioned earlier, the focus will be "Teaching with Technologies". Facilities will be provided to ensure that teachers are able to utilize their learnings.

The school administrator training sessions will focus on enhancing their supervisory and motivational skills, and other management courses such as conflict management or leadership training for administrators. Evaluation of the training courses will be conducted to identify areas for improvement in terms training design and management.

Teachers and administrators that have been trained will be monitored regularly using the system that has been instituted in the past year to ascertain concerns and other support needs.

**14. Local School Board Planning.** At least five (5) local school boards (LSBs) will be assisted to formulate the education sector agenda for their respective area. The LSBs will be formulating the said agenda through a conference/ workshop that will have the following contents: (a) discussion on the current state of education and localizing these issues based on the situation in their area (b) assessment of their internal and external environment; (c) identification of local education needs; (d) formulation of guidelines for education projects (e) mobilization of LGU funds for education; and (f) networking with NGOs and other donors.

**15 Teachers Learning Resource Center Establishment.** Continuous support will be provided to the 2 existing Teachers Learning Resource Centers (TLRCs) that were established in two schools during the previous years. This will be done to help the schools to utilize and maximize the facilities and internet connectivity. The support will include assistance to school officials and PTCAs in implementing their facility management plans for sustainability, and training of teachers, as needed. In addition, 1 more TLRC will be established and strengthened in FY3.

**16. Water System Installation.** The thirteen (13) schools that will be provided with new school buildings/classrooms will be provided also with water systems as part of the assistance package. A survey/ assessment will be conducted to determine a suitable water source (in terms of water generation capacity and portability), which can either be ground, surface or spring. An appropriate design will be developed as basis for the construction.

The school's PTCAs will be tapped to assist in project planning and implementation, including identifying and instituting strategies to sustain the project. Their members will be mobilized to provide the unskilled labor requirement, management and maintenance of the system.

**B. Alternative Learning System for the Non-Formal Education Sector.**

**Lead Implementing Organizations:** Consuelo Foundation

**Geographical Focus:** Maguindano and Cotabato City

1. The Sub Grantee of Consuelo Foundation-Philippine Branch that implements the ALS is Notre Dame Foundation for Charitable Activities Inc - Women in Enterprise Development (NDFCAI-WED) The following activities, which are scheduled for implementation in Year 3 of the ELSA project will be monitored closely by Consuelo Foundation:
  - a. Conduct Accreditation and Equivalency (A&E) learning sessions for the second batch of learners. Learning sessions are being conducted in 5 project sites covering 20 barangays. A total of 22 Instructional Managers will continue to manage learning classes and provide tutorial and mentoring services to the clients they serve.
  - b. Schedule review classes to prepare 800 learners for taking the A&E and PEPT National Tests. Of the total learners, 700 are targeted to pass the A&E test or promoted to higher levels through PEPT. In addition, 400 of the learners are targeted to be mainstreamed in formal schooling at the end of FY3. Selected teachers will be hired by NDFCAI to conduct review classes among learners who are eligible to take the A&E and/or PEPT Test.
  - c. Supervise registration and taking of the A&E test and /or PEPT Test by learners. NDFCAI staff will coordinate with representatives of the Dept of Education- local level for the registration and taking of A&E and /or PEPT test by qualified learners.
  - d. Assess project activities and accomplishments for the second batch of A&E activities. Review of project accomplishments will be carried out by NDFCAI at the end of the second batch of A&E project implementation to assess extent of achievement of their project goals and objectives.
  - e. Conduct follow up visits and monitoring of the completers of the first batch of learners. Tracking of graduates will be done by the staff to find out their status after graduation. If necessary, graduates will be referred to educational institutions for basic education or technical and vocational skills training.
  - d. Coordinate and make linkages with other project stakeholders networking and partnership building with LGU's DepEd, community-based leaders, NGO's or civil societies and other stakeholders to strengthen support to OSCY learners.

- e. Conduct capacity building activities for project staff, instructional managers etc. Training on community-based development, ALS monitoring indicators and monitoring and evaluation will be conducted to enhance skills of Instructional Managers (IMs) and project staff on their monitoring functions.
  - f. Contextualize selected A&E Modules. NDFCAI plans to come up with a list of A&E modules which are relevant and culturally sensitive to the needs of its own target population, the Muslims. In this regard, representatives from the Department of Education-Bureau of Alternative Learning System (National and Local Offices) and NDFCAI staff will meet together to review and identify modules that are appropriate to Muslim culture.
  - g. Develop Instructional Managers' Resource Manual. To aid other Instructional Managers on how to effectively manage learning centers, NDFCAI will initiate development of a resource manual.
2. As part of its technical assistance, Consuelo Foundation staff will schedule regular monitoring visits to the sub Grantees to provide necessary support.
  3. The Consuelo Foundation will initiate seminars or training courses to enhance capacity of staff in the delivery of A&E activities. These training courses may be on the areas of A&E updates, monitoring and evaluation, skills for life, reproductive health, sustainability, etc.
  4. Conduct of project assessment. This activity will be implemented to help participating partners in assessing extent of achievement of its project targets and objectives.
- C. **Engaging Young Leaders of Mindanao.** This activity will target several separate groups of young leaders: in- school young leaders and young leaders in non-formal settings or out of school. A description of how both segments young leaders will be reached is provided below:

**In-School Youth:**

**Lead Implementing Organization:** Ayala Foundation

**Geographical Focus:** Maguindanao, Lanao Sur & Marawi City

The Ayala Foundation will complete the following activities during the third year:

1. Mindanao Youth Leadership Program. The *ELSA* In-School Youth Engagement Program will be re-launched to the academic community of the ARMM, specifically to target beneficiary schools. Some 26 public

high schools from Maguindanao and Lanao Sur will be invited to nominate top student leaders who will submit applications. The Program Secretariat will review the nominations and from these the final participants will be chosen. At least 70 young leaders are expected to participate in the second and third runs of *ELSA* Young Leaders Camp.

2. Alliance Building and Networking. The Ayala Foundation will continue to network and establish linkages with other implementing partners outside of the *ELSA*. This will involve continued partnerships with youth-led and youth-serving organizations in Maguindanao and Lanao Sur. Ayala Foundation will continue to partner with 5 Local Government Units. Means of verification will be signed Memorandum of Understanding with each LGU and other local NGOs in providing support for leadership opportunities for young student leaders in Mindanao.
3. Youth-to-Youth Cooperation. Ayala Foundation will hold at least two multicultural interfaith dialogues between and among 20 young leaders from ARMM in collaboration with other youth groups. The dialogue will focus on topics such as peace building, nation building and conflict resolution. AFI will also continue to encourage youth-to-youth collaboration among alumni of the training program by integrating the new alumni into the five existing geographic alumni clusters. They will be encouraged to work together on community projects. Moreover, the clusters will help Ayala Foundation in tracking and monitoring the alumni of the training program. Ayala Foundation will also invite and screen interested young leaders and from these 10 will be chosen to pursue a weeklong volunteer work on peace building and community development.
4. Capacity Building for Young Student Leaders. Ayala Foundation will conduct three training workshops targeting 80 students on project management involving at least 75% of the total number of alumni who had undergone the *ELSA* Young Leaders Camp. In addition, Ayala Foundation will organize at least three learning sessions targeting 50 students as follow through for the training camp. The completed Implementing Guidelines for Small Grants Window, which will provide financial support for short-term projects and initiated by young leaders that help improve their community or address relevant social issues, will be disseminated to all alumni of the program. After the project management training, all alumni of the program will be invited to submit their formal proposals applying for Small Grants. The 20 best proposals will be awarded small grants in support of a specific short-term projects initiated by the young leaders. The purpose of this support is to help improve their community or address relevant social issues.

## **Non-formal and Out-of-School Youth**

**Lead Implementing Organization:** Consuelo Foundation

**Geographical Focus:** Maguindanao, Cotabato City, North Cotabato, Basilan, Tawi-Tawi, and Zamboanga City

Through its sub-grantees, Consuelo Foundation will monitor the following activities:

1. Organize and conduct training of trainers and other youth officers for action team project component. This training will aim to enhance skills of participants in managing action team activities. Types of enhancement training are related to project management, peace education, resource generation and mobilization, etc.
2. Conduct of training on Leadership and Teambuilding among learners and trainees. One of the components of the project is equipping the learners with necessary skills necessary in their involvement in community activities.
3. Organize Barangay action teams/associations into a municipal action teams/Youth organization for alliance building amongst OSCY.
4. Develop, formulate and implement action plans for community-based projects.
5. Conduct monitoring and evaluation exercises of action team projects for sustainability.

### **IR2. Improving Teaching Capacity for Math, Science, and English.**

#### **A. Increasing Access to Basic Education Using Innovative Technology.**

**Lead Implementing Organization:** SEAMEO-INNOTECH

**Geographical Focus:** Maguindanao, of Department of Education (DepEd) Autonomous Region in Muslim Mindanao (ARMM), Cotabato and South Cotabato of DepEd Region XII

1. Advocacy and Education Sector Mobilization. The project design calls for a sustained implementation of project activities for FY3. In addition to the abovementioned project sites, Zamboanga and Sarangani Provinces have been included in the project. These project activities, as described in the over-all DIP crafted by *ELSA* in 2004, were to be implemented over three school years: 2005-06, 2006-07, 2007-08. Although EQuALLS 1 officially ends September 2007, the

SEAMEO INNOTECH project components are expected to continue through March 2008 which is the end of School Year 2007-08.

During Year 3, SEAMEO INNOTECH shall conduct at least three (3) workshops and ten meetings wherein the project activities would be presented to various stakeholders of the education community. Dialogues, consultations, program promotions, and other advocacy activities will also be conducted.

2. **Capacity-Building.** This project component shall be in the form of orientation workshops and booster technical training sessions with 123 participants in order to provide skills and competencies to teachers and school heads who would be assigned to the project. There are transfers done by the Department of Education among school heads and teachers and orientation/training of in-coming teachers would be done to provide them the necessary knowledge and skills to implement the project activities. As a result, 36,000 students are targeted to perform better in Science, English and Math by the end of FY3.
3. **Program Promotions and Community Mobilization.** Continuing community briefing/orientation and other interest-generating activities shall be conducted in the project sites in order to inform and motivate the various sectors of the community to be involved in the project. These promotional activities shall be designed to elicit support from: the local government, business, non-government organizations and other community stakeholders.
4. **Monitoring and Evaluation.** SEAMEO INNOTECH will continue to provide help desk functions for the text2teach schools, both in the areas of technical and pedagogical work. In addition, monitoring shall also continue until the end of School Year 2007-08. The five monitoring instruments for text2teach and four monitoring instruments for IR2 ALS shall be administered to the project participants.

A summative evaluation of text2teach is expected to be completed at the end of March 2007. The results will be disseminated in project workshops and meetings of the Department of Education at the national, regional, division and school levels.

5. **Linkage Development and Networking.** SEAMEO INNOTECH will continue to develop linkages and collaborations with appropriate institutions (DepEd, local government, non-government organizations and community organizations) in order to address the sustainability of text2teach beyond its project life. SEAMEO INNOTECH will enlist their support and encourage them to help in resource mobilization. Cooperative activities shall be carried out by SEAMEO INNOTECH



with these institutions to help build and sustain initiatives towards sustainability of the text2teach initiatives.

**IR3. Promoting the Reintegration of Out-Of-School Youth into the Peaceful, Productive Economy.**

**A. Enhancing Opportunities for Employment/Self Employment for Out-of-School Youth.**

**Lead Implementing Organization:** Consuelo Foundation

**Geographical Focus:** Cotabato City; Maguindanao; Basilan (Sumisip, Tuburan); Bongao, Tawi Tawi; North Cotabato (Midsayap, Aleosan and Libungan)

1. The activities of four sub grantees (i.e. Notre Dame University, Notre Dame of Midsayap College, Nagdilaab Foundation Inc., and Mahardika Institute of Technology) and two potential sub grantees (i.e., the Kasanyangan Foundation and Sandiwaan Foundation if both pass the screening process) will be monitored by Consuelo Foundation regularly. Activities that will be conducted are enumerated below:
  - a. Implementation of Technical Skills Training for the third batch of 602 new trainees. Technical courses offered shall include Automotive Mechanics, Welding, Food Technology, Electronics, Computer Operation and Literacy, Rubber Tree Planting and Beauty Therapy. These skills training will integrate topics that are relevant to the needs of the trainees like skills for life, culture of peace, refresher course on English, Math and Science or A&E activities, reproductive health, drug abuse, civic youth engagement, entrepreneurship etc.
  - b. Development of primer curriculum on Math, Science, English and learning to learn specially designed for OSY undertaking integrated technical education.
  - c. Fielding of trainees for supervised in-plant training (SIPT). Completers of the in-plant training will be assigned to various industries or firms for in-plant training in their offices. The SIPT will provide opportunities for the trainees to apply or practice in a business establishment what they have learned during their in center training.
  - d. Conduct of a review class in preparation for the A&E and/or PEPT testing.

- e. Strengthening of Partnerships. Sub-grantees will maintain their partnerships with Government organizations (TESDA, DPWH, Department of Agriculture, DSWD, DTI, DOLE-POEA), business establishments and civil society organizations for the purpose of pooling their resources to support the implementation of activities addressing the needs of the trainees.
  - f. Development and implementation of support mechanisms to assist trainees in their desire to secure employment or self employment. Necessary referrals for employment will be done to qualified graduates. Assist graduates to promote their products by putting up food festival, fashion shows, job fair, etc.
2. The Consuelo Foundation will conduct periodic monitoring visits to provide technical assistance to sub-grantees.
  3. The Consuelo Foundation will offer seminars or trainings to help develop/enhance capacity of existing and new partners in the delivery of technical education. These training may be on the areas of skills for life, reproductive health, sustainability, E-learning etc.
  4. The Consuelo Foundation will organize and conduct post project assessments. Through this process, it will identify strengths and weaknesses that the staff have encountered in the management of the integrated technical education project and come up with recommendations to improve implementation and sustain the project.

#### **IR4. Reforming Educational Policy.**

##### **A. Equivalency Matrix Policy Research.**

**Lead Implementing Organization: SEAMEO-INNOTECH** (No DIP for Year 3 as this deliverable was completed in Year 2)

- V. **Monitoring and Evaluation.** IYF will conduct field visits on a quarterly basis to monitor program implementation processes and achievements of outputs planned for Year 3. This will be done in a collaborative manner with Secretariat and *ELSA* Partner staff. The Ayala Foundation—as the National Steering Committee Secretariat—will continue also to monitor activities as it has done for the past two years. Primarily, the monitoring of alliance members’ activities will be in the form of collection of monthly and quarterly update reports as well as field visits. The monthly reports will be consolidated by the Secretariat for feed-backing to USAID-OED during the monthly Chiefs of Party Group (COPG) meeting and the *ELSA* SteerCom meetings. The quarterly reports are also collected by the Secretariat from the alliance members for consolidation and submission to the International Youth Foundation and the USAID-OED.

**VI. Expected Outputs by the End of the Third 12-Month Program Period.** The following is a list of expected outputs at the end of the third 12-month period:

**IR1. Community Based Learning Opportunities in School-less and Conflict Affected Areas.**

**A. Building Education Infrastructure in Mindanao, including the Autonomous Region for Muslim Mindanao.**

**Outputs:**

1. Implementing partners are sustained and new partners are oriented on ELSA and the program
2. 64 classrooms constructed
3. 4,860 chairs and desks distributed
4. 750 text and reference books provided
5. 1,100 malnourished children de-wormed and provided with supplemental feeding
6. 30 school nurses given medical kits to provide primary health care to students
7. Six schools provided with enhanced teaching facilities and equipment, enabling them to better implement a practical arts and trade skills curriculum
8. 15 schools with improved audio-visual facilities that supplement classroom instruction and science laboratories established in 5 schools
9. 2,545 students provided with educational assistance/scholarships resulting to improved school attendance and grade level completion
10. Remedial reading assistance is provided to 860 non and slow readers through reading camps and other initiatives
11. 10 PTCAs with 240 participants trained and capable of implementing education improvement projects
12. 140 school administrators and 290 teachers trained in developing and implementing responsive education programs for their schools
13. Five (5) local school boards trained on how best to formulate an education agenda and generate policy recommendations supportive of education improvement
14. Teachers Learning Resource Centers (3) schools continuously provided with support and utilized
15. Water facilities/connections installed in 13 schools provided with new classrooms

## **B. Alternative Learning System for the Non-Formal Education Sector.**

### **Outputs:**

1. 800 completed the 2<sup>nd</sup> batch of A&E learners
2. 700 of A&E completers take A&E/PEPT test
3. 400 of completers are enrolled in formal school
4. Assessment of 2<sup>nd</sup> batch of learners completed
5. Project assessment workshop completed
6. Enhancement training for Instructional Managers and project stakeholders conducted
7. Maintained partnership with LGU's, DepEd regional and Municipal officials and other ALS stakeholders
8. Core A&E modules that will be utilized in the program identified;
9. IM's Resource Manual developed
10. ALS Monitoring and Evaluation Indicators system developed
11. Training/Seminar to enhance skills of sub-grantees conducted

### **Engaging Young Leaders of Mindanao.**

#### **In-School:**

### **Outputs:**

1. Mindanao Youth Leadership Program
  - a. The Leadership Training Program is re-launched in ARMM community specifically to target beneficiary schools
  - b. Implemented the second and third runs of the Youth Leadership Training for at least 70 (seventy) junior high school student leaders coming from 26 public high schools
2. Alliance Building and Networking
  - a. Partnerships with youth organizations
  - b. Partnerships with LGUs and local NGOs
3. Youth-to-Youth Cooperation
  - a. At least two multicultural interfaith dialogues are organized and at least 20 young leaders are involved in the sessions on peace building, nation building and conflict resolution
  - b. The 5 local alumni clusters continue to meet and work together for local initiatives and provide peer support to each other
  - c. Ten (10) young leaders will have their internship on peace building and community development with local NGOs
4. Capacity Building for Young Student Leaders
  - a. Three training workshops on project management are conducted and attended by 80 students

- b. At least 3 learning sessions attended by 50 students are conducted as follow through on leadership concepts learned during the leadership training camp
- c. Small Grants awarded to the 20 best project proposals submitted by the alumni of the program

**Non-formal and Out-of-School Youth:**

**Outputs:**

- 1. 20 youth leaders enrolled in technical education will be trained in youth civic engagement
- 2. Action Team training on Leadership and Youth Civic engagement serving all OSCY learners and trainees conducted
- 3. 23 youth leader conducting training among other trainees/learners;
- 4. Community-based Action Plans Projects developed and implemented by Action Teams
- 5. An assessment of the management of youth projects conducted;
- 6. Monitoring and evaluation indicators and system for action team projects for greater efficiency developed
- 7. Municipal-wide Action Teams for OSCY sector developed identity leading to organized province-wide municipal action teams

**IR2. Improving Teaching Capacity for Math, Science, and English.**

**A. Increasing Access to Basic Education Using Innovative Technology.**

**Outputs:**

- 1. Project reach of text2teach: 100,000 students in 123 text2teach schools are located for the 2006-07 school year (four schools divisions: Maguindanao, Cotabato, South Cotabato and Zamboanga)<sup>2</sup>
- 2. Project reach of IR2 ALS is 6,712 for FY3
- 3. Summative evaluation results disseminated to DepEd national, regional, division and school levels, particularly 123 project schools
- 5. Projected number of teachers trained during the project cycle is 968
- 6. Projected number of Instructional Managers trained throughout the project cycle is 70 (60 in 2006 and 10 in 2007)
- 7. 123 Project School Heads oriented on the project

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<sup>2</sup> Funding from USAID EQuALLS 1 Cooperative Agreement will cover only outputs up through September 2007.

**IR3. Promoting the Reintegration of Out-Of-School Youth into the Peaceful, Productive Economy.**

**A. Enhancing Opportunities for Employment/Self Employment for Out-of-School Youth.**

**Outputs:**

1. 596 ITE trainees graduated
2. 350 ITE graduates employed/get employed
3. 602 new ITE trainees enrolled
4. Assessment training workshop completed
5. Institutional partnerships with 60 Partners implemented
6. Primer module on Mathematics, Science, English and learning specially designed for OSY undertaking integrated technical education completed
7. Identification of 1 additional technical institution to provide integrated technical education to additional 90 youth

**IR4. Reforming Educational Policy.** (Completed; No outputs for Year 3)

**VII. Assumptions.** The *ELSA* program assumes the following for its successful and timely completion:

- That the economic and political climate in the Philippines, Mindanao, and the Autonomous Region of Muslim Mindanao (ARMM) will continue to make further progress in democratization and strengthening its free market economy;
- That global, regional, and national corporations will continue to view Mindanao, and the ARMM region as a potential market for investment;
- That the business community will be disposed to enter into a dialogue with IYF and *ELSA* Partners on how best to strengthen initiatives expanding education and employment opportunities for Mindanao youth;
- That the respective governments of Mindanao and the ARMM are willing to collaborate with IYF and *ELSA* Partners in increasing education and employment opportunities for youth.
- That ethnic/religious clashes within the targeted region will moderate or diminish;
- That local organizations, youth development professionals, and young leaders throughout the region will be willing to participate in inter-ethnic exchanges, dialogues, and learning activities.

**ELSA Implementation Schedule**  
**(October 1, 2006 – September 30, 2007)**

Results	Activity	Months: October 1, 2006 – September 30, 2007												Comments
		O C T	N O V	D E C	J A N	F E B	M A R	A P R	M A Y	J U N	J U L	A U G	S E P	
	<b>Program Coordination</b>													
	Communicate regularly with USAID/Philippines/EDC (QSRs, identify synergies, and solicit feedback)	X	X	X	X	X	X	X	X	X	X	X	X	
	<b>IYF responsibilities</b>													
	1. Manage the USAID grant and program operations	X	X											
	2. Conduct program monitoring visits		X		X		X		X		X		X	
	3. Provide quarterly programmatic and financial reports to USAID/Philippines	X			X			X			X			
	4. Attend and help facilitate ELSA Annual Evaluation Workshop												X	
	5. Publish annual ELSA e-newsletter highlighting Year 2 and 3 accomplishments		X										X	
	6. Conduct site visits for Communications purposes (e-newsletter and What Works)	X										X		
	7. Provide technical assistance and training as needed		X		X		X		X		X		X	
	8. Perform financial management and compliance monitoring activities	X	X	X	X	X	X	X	X	X	X	X	X	
	<b>Ayala Foundation (National Secretariat) responsibilities and staffing:</b>													
	1. Convening and coordination of 12 Steering Committee meetings	X	X	X	X	X	X	X	X	X	X	X	X	
	1. Monthly field visits for communications, documentation, Resource mobilization, and monitoring purposes	X	X	X	X	X	X	X	X	X	X	X	X	



	2. Regular updating and hosting of website, news gathering and preparation and distribution of newsletter, intensive media releases, advocacy and PR work with other stakeholders															
	a. Website updating/hosting	X	X	X	X	X	X	X	X	X	X	X	X	X		
	b. Newsletters			X			X			X				X		
	c. Media releases	X	X	X	X	X	X	X	X	X	X	X	X	X		
	d. Learning Activity														X	
	3. Process Documentation of Selected Social Technologies	X	X	X	X	X	X	X	X	X	X					
	5. Piloting of Resource Mobilization Intervention in 3 communities		X	X	X	X	X	X	X	X	X	X				
	6. Data Gathering for ELSA 2 Conceptualization				X	X	X									
	7. Organizing and holding of the Year 3/Project End Evaluation														X	
<b>IR1</b>	<b><i>Community Based Learning Opportunities in School-less and Conflict Affected Areas</i></b>															
	<b>A. Building Education Infrastructure in Mindanao, including the Autonomous Region for Muslim Mindanao.</b>															
	Program Implementer. <i>Petron Foundation and Philippine Business for Social Progress</i>															
	1. Partnership Development and enhancement															
	-Technical assistance provided on project planning, implementation and management	X	X	X	X	X	X	X	X	X	X	X	X	X		
	-Review of financial system				X			X					X			

	-Financial system upgraded as necessary for proper fund management				X			X											
	2. School Building Construction																		
	a. Technical assessment of school sites:																		
	-Assess suitability of the identified site for the construction																		
	-Preparation of building architectural and structural design																		
	-Identification of sources of building and construction materials and equipment																		
	b. Technical assessment of school sites:																		
	-Meeting with LGUs and PTCA's			X	X	X	X	X											
	-Mobilization of community unskilled labor			X	X	X	X	X											
	-Establish mechanism for the security of materials and workers			X	X	X	X	X											
	-Formulation of building maintenance plan			X	X	X	X	X											
	c. Secure necessary land documentation and building permits		X	X	X	X	X												
	-Review land ownership documents of DepEd		X	X	X	X	X												
	-Submission of land documents		X	X	X	X	X												

	-Coordinate with Municipal Engineer's Office for the needed permits		X	X	X	X	X	X									
	d. Bid and award construction contracts	X				X	X	X	X								
	e. Supervise contractor's compliance to technical specifications			X	X	X	X	X	X	X	X	X	X				
	f. Turn-over of building to appropriate school officials					X	X			X	X	X					
	3. Provision Of School Chairs and Desks																
	a. Identify beneficiary schools and validate needs	X	X	X													
	b. Determine chairs/desk requirement of identified classrooms			X	X	X											
	c. Identify users of chair/desk and match the type of facility (e.g. desk for grades 1-3 and armchairs for grades 4-6)			X	X	X											
	d. Mobilization of PTCA to (1) identify roles and responsibilities of PTCA in managing the project (2) Formulating guidelines in the usage, maintenance and replacement schemes						X	X									
	e. Canvass and purchase the chairs								X	X	X						
	f. Deliver and turn-over chairs/desks										X	X					
	g. Monitoring on the usage and maintenance of facilities											X	X	X			
	4. Provision of textbooks																

	a. Identify the beneficiary school and validate needs-prioritize the beneficiary schools with remedial reading	X	X														
	b. Identify prescribed textbooks of the target grade level	X	X	X													
	c. Determine the number of available and usable books versus quantity needed	X	X	X													
	d. Prioritize the books to be provided	X	X	X													
	e. Turn-over of books			X	X	X											
	f. PTCA Mobilization for: - Formulation and monitoring of policies in the usage, care and safekeeping of the books - Conduct initial, semi-annual and year-end inventory - Project monitoring			X	X	X											X
																	X
	5. Supplemental Feeding for Malnourished Children																
	a. Profile weight and height of students to identify malnourished children	X	X										X	X			
	b. Conduct physical examination to determine general health conditions of the students (presence of parasites, vitamin deficiency, illnesses, etc.)		X														X

	c. Conduct de-worming and immunization -Mobilization of PTCA to encourage members to enroll their children for de-worming -Coordination and mobilization of health personnel to conduct information drive of deworming and immunization effects		X															
	d. Formulate appropriate diet/menu by municipal nutritionist		X										X					
	e. Supplemental feeding		X	X	X	X	X							X	X			
	f. Regular weight monitoring		X	X	X	X	X							X	X			
	6. Distribution of medical kits to school nurses																	
	a. District nurses project orientation/planning -Prioritization of identified schools (with nurses) to be provided with kits -formulation of management and utilization plan which includes replenishment of kit consumables		X															
	b. Distribution/turn-over of medical kits to school nurses		X															

	c. Mobilization of PTCA in health monitoring activities -Supervise children during regular health check-up/monitoring of school nurse -Assist nurses in recording during health check-up/monitoring -Teach health education for children during regular check-u/monitoring		X	X	X													
	7. Support to Technology and Livelihood Education																	
	a. Determine the required facilities and equipment vis-à-vis trade skills curriculum, available equipment and facilities, and teachers capability to teach the trade courses and opportunities in the area		X	X	X	X												
	b. Renovate trade shops by the PTCA to ensure the safety of the equipment and facilities					X	X	X	X									
	c. Canvass and purchase equipment and facilities						X	X	X									
	d. Develop guidelines for the proper usage of the equipment and facilities									X	X							
	e. Turn-over facilities and equipment to the school officials									X								
	f. Link teachers to service providers for skills enhancement					X	X					X						

	8. Establishment of audio-visual facilities, science laboratories																		
	a. Determine the audio-visual and science laboratory facilities requirements of priority schools		X	X															
	b. Identify the user of audio-visual facility and science laboratory equipment		X	X															
	c. Classify audio visual facility and science laboratory equipment		X	X															
	d. Mobilize PTCA -Identify roles and responsibilities of the PTCA in managing the project -Establish mechanism for the facility security -Formulate guidelines for the usage and maintenance of the audio-visual facilities and science laboratory equipment		X	X	X														
	e. Delivery and turn-over of audio-visual and science laboratory equipment					X									X				
	f. Link teachers to service providers for capability enhancement for effective lesson delivery						X	X							X	X			
	9. Educational/Scholarship Assistance for indigent pupils/students																		

	<p>a. PTCA and school officials project orientation/planning in identified schools</p> <ul style="list-style-type: none"> <li>-Formulate selection guideline/criteria</li> <li>-Orient parents of beneficiaries</li> <li>-Organization of groups and tasking for different project activities</li> </ul>																	
	b. Screening of indigent school children																	
	<p>c. Procurement of the school supplies, uniforms and other school needs</p> <ul style="list-style-type: none"> <li>-Packing school supplies, and other school needs of children</li> </ul>																	
	d. Distribute school supplies and other materials to beneficiaries																	
	<p>e. Monitor children's school performance</p> <ul style="list-style-type: none"> <li>-Hold quarterly meetings of PTCA and parents of beneficiaries</li> <li>-Review of beneficiaries' performance</li> </ul>																	
	10. Support for Remedial Reading																	



	<p>a. PTCA and school officials project orientation and planning</p> <ul style="list-style-type: none"> <li>-Reading test/assessment for Grades 3-5 in identified schools</li> <li>-Organization and identification of remedial facilitators</li> <li>-Organization and tasking of working groups for remedial sessions also involving parents of beneficiaries</li> <li>-Designing/formulation of remedial module which includes creative methodologies in teaching the skill of reading</li> </ul>						X	X											
	b. Prioritizing beneficiaries for remedial classes								X	X									
	c. Preparation of module and other r materials needed for the remedial sessions							X	X										
	d. Remedial reading facilitator's orientation								X	X									
	<p>e. Conduct of remedial reading camp</p> <ul style="list-style-type: none"> <li>-Intensive 5-day remedial reading sessions and exercises with 1 facilitator handling 10 children</li> </ul>								X	X									
	f. Post remedial reading assessment									X	X								
	g. Conduct refresher courses and review classes								X	X	X	X							
	h. Monitor results														X	X			

	11. Project Management Capability Building for Parents, Teachers, and Community Associations														
	a. Identify project management capability needs through assessment				X	X	X	X	X						
	b. Design/customize project management training module -Identify training participants, resource persons, and logistic requirements for the training -Conduct of training -Conduct after-training assessment on the PTCA's skills level of project assessment -Regular coaching and technical assistance to the PTCA					X	X	X	X	X					
	12. Teachers and School Administrators' Capability Enhancement														
	a. Profile and select school administrators and teachers	X	X	X	X	X	X	X	X	X	X	X			
	b. Conduct training needs assessment to ascertain content of the training	X	X	X	X	X	X	X	X	X	X	X			
	c. Develop training design and training module	X	X	X	X	X	X	X	X	X	X	X			

	d. Conduct teachers training on teaching with technology (Provision of facilities with training component-content familiarization and strategies for effective delivery of lesson)									X	X	X	X	X	X	
	e. Conduct School Administrator's training -Enhancement of supervision and motivating skills, leadership, and conflict management -Operationalizing school development/improvement plan -Resource mobilization -Networking and linking									X	X	X	X	X	X	
	f. Conduct training assessment and evaluation -Identification of strengths and weaknesses of training design and areas for improvement									X	X	X	X	X	X	
	g. Establish monitoring system to determine progress of performance of teachers and school administrators									X	X	X	X	X	X	
	13. Local school board planning															
	a. Profile local school board				X						X	X				
	b. LGU and LSB orientation				X						X	X				

	c. LSB planning -Orientation and briefing on the state of education -Localizing issues on education -Identification of education needs -Formulation of guidelines for education projects -Mobilization of LGU funds for education -Networking and linkaging with NGOs and other donors					X			X	X					
	14. Water System Installation														
	a. Identify beneficiary schools	X	X	X											
	b. Assess capability and portability of water source	X	X	X											
	c. Prepare water system design		X	X	X										
	d. Construct water system					X	X	X							
	e. Formulate management plan				X	X	X	X	X						
	f. Monitor project and network with other institutions					X	X	X	X	X					
	<b>B. Alternative Learning System for the Non-Formal Education Sector.</b> <b>Program Implementer:</b> <i>Consuelo Foundation</i>														

1. Conducted ALS A&E classes serving 800 learners in identified project sites	X	X	X	X														
2. Forged partnership with LGU's, DepEd regional and Municipal officials and other ALS stakeholders	X	X	X	X														
3. Conducted enhancement training for Instructional Managers and project stakeholders	X																	
4. Contextualized A&E learning modules for relevance, culture-sensitivity and appropriateness			X															
5. 800 of enrollees complete the A&E activities				X														
6. Taking of A&E/PEPT test by 700 of the A&E completers		X			X													
7. Development of IM's Resource Manual					X													
8. Strengthened and improved ALS A&E Monitoring and Evaluation System for greater efficiency and effectiveness in ALS delivery		X																

	9. Reviewed and strengthen ALS Monitoring and Evaluation Indicators system			X													
	10. Assessment of the second batch of A&E activities				X												
	11. Conduct of Project assessment Training Workshop															X	
	<b>C. Engaging Young Leaders of Mindanao (In-school)</b>  <b>Program Implementer:</b> <i>Ayala Foundation</i>																
	<b>1. Mindanao Youth Leadership Program</b>																
	a. The Leadership Training Program re-launched in ARMM communities, specifically in target beneficiary schools																
	b. Implemented the second and third runs of the Youth leadership Training for at least 70 junior high school student leaders coming from 26 public high schools															X	X
	<b>2. Alliance Building and Networking</b>																
	a. Partnership with youth organizations	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
	b. Partnership with LGUs and local NGOs	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
	d. Internship of 10 young Leaders on peace building And community Development with NGOs	X	X														
	<b>3. Youth-to-Youth Cooperation</b>																

	a. At least 2 multicultural interfaith dialogues are organized and at least 20 young leaders are involved in the sessions on peace building, nation building, and conflict resolution	X	X	X														
	b. The 5 local alumni clusters continue to meet and work together for local initiatives and provide peer support to each other					X	X					X	X	X				
	c. 10 young leaders will have their internships on peace building and community development with local NGOs	X																
	<b>4. Capacity Building for Young Student Leaders</b>																	
	a. Three training workshops on project management are organized and at least 75% of the EYLC alumni are involved in the workshops		X									X						
	b. At least 3 learning sessions are conducted as follow-through on leadership concepts learned during the leadership training camp. Participants include at least 75% of the EYLC alumni	X										X	X					
	c. Small grants awarded to the 20 best project proposals submitted by the alumni of the program			X	X								X	X				

	<b>C. Engaging Young Leaders of Mindanao ( Non-formal and out-of-school)</b>  <b>Program Implementer: Consuelo Foundation</b>																
	1. Organize and conduct training of trainers and other youth officers for action team project component.	X	X	X	X	X	X	X	X	X	X	X	X				
	2. Conduct of training on Leadership and Teambuilding among learners and trainees.	X		X		X		X									
	3. Organization of barangay action teams/associations into a municipal action teams/Youth organization for alliance building amongst OSCY.	X	X	X	X	X	X	X	X	X							
	4. Development, formulation and implementation of Action Plans for community-based projects.	X	X	X	X	X	X	X	X	X	X						
	5. Conduct of monitoring and evaluation of Action Team/youth civic engagement projects for sustainability.	X	X	X	X	X	X	X	X	X	X	X	X				
<b>IR2</b>	<b>Improving Teaching Capacity for Math, Science, and English</b>																



	<b>A. Increasing Access to Basic Education Using Innovative Technology</b>  <b>Program Implementers: Ayala Foundation &amp; SEAMEO-INNOTECH</b>																		
	1. At least three (3) workshops and ten (10) meetings held wherein the project activities would be presented to various stakeholders of the education community. Dialogues, consultations, program promotions, and other advocacy activities will also be conducted.	X	X	X	X	X	X	X											
	2. At least 2 orientation workshops and booster training sessions in order to provide skills and competencies to teachers and school heads who would be assigned to the project.									X	X								
	3. Summative evaluation results will be disseminated in project workshops and meetings of the Department of Education at the national, regional, division and school levels.									X	X	X	X						
<b>IR3</b>	<b>Promoting the Reintegration of Out-Of-School Youth into the Peaceful, Productive Economy</b>																		
	<b>A. Enhancing Opportunities for Employment/Self Employment for Out-of-School Youth</b>  <b>Program Implementer:</b>																		

1. Conduct of Technical Skills Training for the third batch of trainees for 3 Partners and new batch of trainees for new partners.	X	X	X	X	X	X	X	X	X	X	X			
2. Fielding of trainees for supervised in-plant training (SIPT) and conduct of review class in preparation for the A&E and/or PEPT testing.	X	X	X	X	X	X	X	X	X	X	X			
3. Strengthening of Partnership. Sub Grantees will maintain its partnership with Government organizations (TESDA, DPWH, Department of Agriculture, DSWD, DTI, DOLE, POEA), Business Establishments and Civil societies.	X	X	X	X	X	X	X	X	X	X	X	X	X	
4. Development and implementation of support mechanisms to assist trainees in their desire to secure employment or self employment.	X	X	X	X	X	X	X	X	X	X	X	X	X	
5. Conduct of regular monitoring visits to provide technical assistance to Sub-Grantees.	X	X	X	X	X	X	X	X	X	X	X	X		
6. Initiate seminars or training to help develop/enhance capacity of existing and new partners	X				X		X							
7. Organize and conduct post project assessment workshop.													X	

	8. Development of primer modules on Math, Science and English	x	x	x	x	x	x	x								
	<b>Monitoring and Evaluation</b>															
	Submit quarterly reports															
	Assess <i>ELSA</i> Partners' internal monitoring and evaluation system															
	Upgrade/develop as needed <i>ELSA</i> Partners' monitoring and evaluation systems															
	Implement EQuALLS monitoring and evaluation system															

IYF will work closely with the *ELSA* partners on M&E activities listed below.