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USAID's MYDev Program **FINAL REPORT**

2013 - 2019



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“

USAID’s MYDev Program addressed key constraints to peace and stability in Mindanao through strengthened local governance, improved life skills, and increased civic engagement of vulnerable out-of-school youth.

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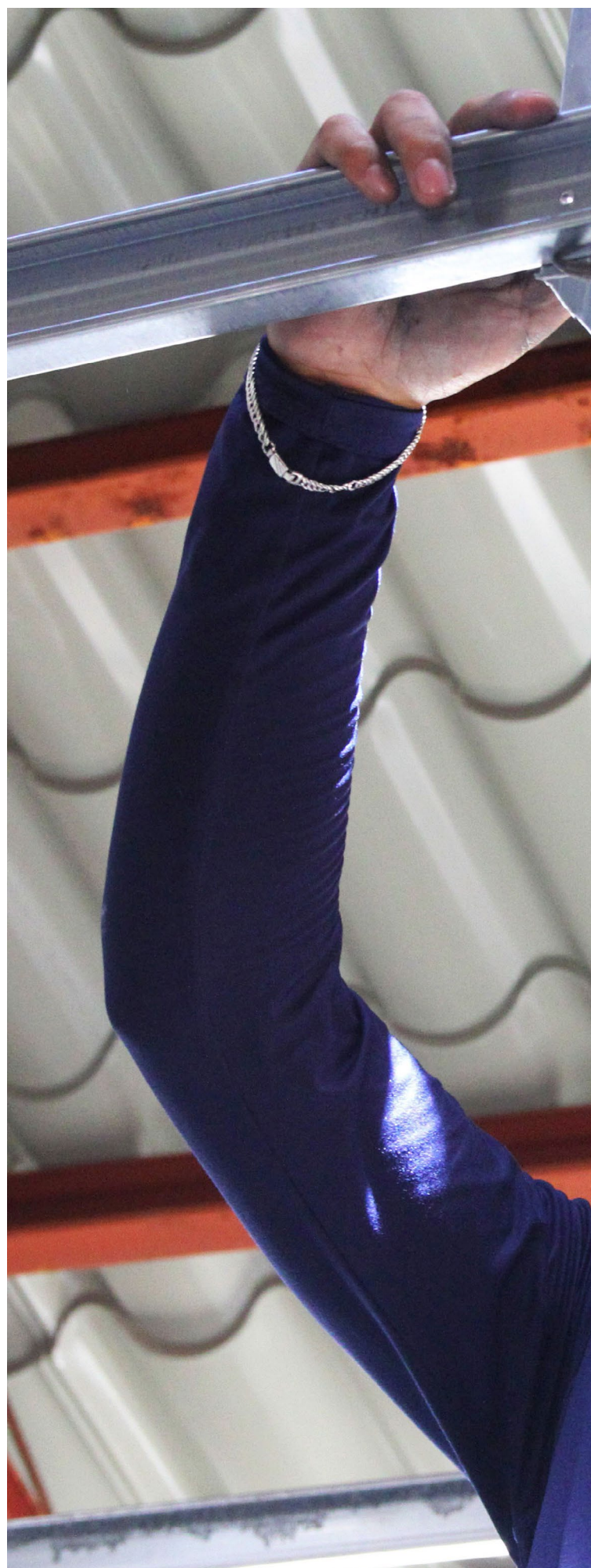


USAID’s Mindanao Youth for Development (MYDev) Program
Cooperative Agreement Number AID-492-A-13-00012

2013 | 2019

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This report captures the accomplishments of USAID's Mindanao Youth for Development (MYDev) Program, implemented by Education Development Center, Inc. (EDC). The six-year project addressed key constraints to peace and stability in Mindanao through strengthened local governance, improved life skills, and increased civic engagement of vulnerable out-of-school youth. MYDev supported the USAID/Philippines Country Development Cooperation Strategy (CDCS) Development Objective 2: Peace and Stability in Conflict-Affected Areas in Mindanao Improved, specifically the achievement of USAID's targeted Intermediate Results (IRs):

IR 2.1 - Local Governance Strengthened

Sub-IR 2.1.2 - Service Delivery by Local Governments Improved

IR 2.2 - Civic Engagement for Peace and Development Increased

Sub-IR 2.2.3 - Youth Leadership and Engagement Optimized

Sub-IR 2.2.4 - Community-Driven Social-Economic Development Strengthened

MYDev's objectives, activities and outcomes were guided by the program's development hypothesis: When the social contract between local government and communities and vulnerable out-of-school youth, is strengthened through incremental gains in mutual trust, conflict-affected communities will begin to benefit from the accretion of social capital that underpins local area stability, security and prosperity.

The first five years of MYDev targeted eight conflict-affected areas, specifically: the cities of Marawi, Cotabato, Isabela, Lamitan and Zamboanga; and the municipalities of Parang in Maguindanao, Jolo and Indanan in Sulu. Funding for the initial 5 years of the program was \$10,989,418. Given MYDev's successful implementation and positive results in that period and the emerging need to respond to the impact of the Marawi siege in 2017, MYDev was granted a one-year cost-extension with two fund increases in early 2018 that brought the total award amount to \$15,938,725 to expand to three new locations that were directly affected by the conflict (Balo-i, Lanao del Norte; Saguwaran, Lanao del Sur and Iligan City), and to deepen interventions in the original sites. The extension reached an additional 5,100 out-of-school (OSY) and internally displaced youth bringing the total target reach to 24,100 youth.

Exceeding Targets and Expectations on Youth Outcomes

A total of 5,853 youth enrolled and 5,438 youth completed life skills and technical skills training, with 3,435 certified during the extension period. These achievements bring the total to 25,719 youth enrolled in life skills, ALS and technical skills training, 22,163 youth who completed life skills, ALS and technical skills training, and 14,980 who were certified, exceeding life of program targets.

Impact evaluation results of FY 2015-2018 cohorts showed consistent positive outcomes, with MYDev youth demonstrating improved perceptions of their government and community, and improved life, work readiness, and leadership skills relative to the comparison group. Employment rates also showed consistent positive outcomes, showing that MYDev youth had significantly higher employment gains than non-MYDev youth, except for the FY 2017-2018 cohort, wherein both MYDev and comparison youth had a net decrease in their employment rates at endline, but comparison youth's rates decreased much more than MYDev youth's rates¹.



EXECUTIVE summary



¹Although the studies cannot say with certainty the external factors that contributed to declines in employment rates among both comparison and MYDev youth, it is worth noting that the timing of the endline data collection closely corresponded with the violence of the Marawi siege (beginning in May 2017) and subsequent martial law, including restriction of movement. These disruptions may have disproportionately negatively affected youth as they are more vulnerable to the conditions of martial law (e.g. lacking identification to pass checkpoints) and more vulnerable to job loss overall.

EXCEEDING TARGETS AND EXPECTATIONS



25,719

Youth enrolled in Life Skills, ALS and technical skills training, or

107% of target



21,592

Youth enrolled in skills and workforce development training, or

107% of target



22,163

Youth who completed Life Skills, ALS and technical skills training, or

116% of target



4,127

Youth enrolled in Alternative Learning System (ALS), or

103% of target



14,980

Youth with certification by TESDA and/or certificates from other training providers, or

129% of target



22,279

Youth at risk of violence trained in social or leadership skills, or

117% of target



The Performance Evaluation of the last youth cohorts during the extension period highlighted positive improvements, demonstrating consistency with positive results in previous years: 77% of youth with improved perceptions of their government and community; 74% of youth with improved life, work readiness and leadership skills; 31% of youth improved livelihood and new employments. In addition, 55% of youth had improved personal resilience skills, and 58% of youth demonstrated positive changes in their perception of violent extremism, moving towards supporting non-violent or peaceful conflict resolution over violent actions.

Improved Service Delivery by Local Governments through Alliance-Building

MYDev established and strengthened 11 Youth Development Alliances (YDA) led by the local chief executive with representatives of key government partners DepEd, DOLE, DTI, DA and TESDA, as well as NGOs, the private sector and youth themselves. The YDAs' LGU-led, multi-sectoral, and youth inclusive composition enabled them to mobilize resources for the implementation of various programs for out-of-school youth. YDAs conducted valuable local market assessments and provided complementary training, coaching and other post-training services to link youth to jobs and to continuing education opportunities. YDAs also supported MYDev youth alumni network activities. These local counterpart resources provided to youth over the 6-year program were valued at P55million. More important, YDAs' visible support and engagement facilitated positive shifts in youth perceptions toward government and community leaders.

Deepened Youth Leadership and Civic Engagement

A central feature of MYDev intervention is its Life Skills training which equipped youth with knowledge, skills and attitudes to be work ready and motivated for active involvement in their communities. During the extension period, the MYDev Life Skills content was deepened by including foundations of resilience training focused on strengthening youth's social support systems, coping skills, and resilience to violence including violent extremism.

Through the civic engagement activities, youth applied their learning in meaningful ways, and fostered connectedness with their communities. Over the life of the program, 22,163 MYDev youth actively participated and conducted 887 meaningful community service projects that were acknowledged and appreciated by community members and recognized by local government leaders. During the program extension phase, youth organized a total of 304 resilience projects in their communities, mobilizing 7,619 youth across all MYDev sites and contributing to increased social cohesion in their communities.

Challenges and Recipe for Success

The program's continuing challenge was the safety and security of MYDev staff, youth and partners arising from a number of major security incidents during the life of the program including numerous bombings, the Zamboanga and Marawi siege, a martial law in the whole of Mindanao which is still in effect until the present, and three national elections which tightened security across the region. To address security challenges, MYDev relied on security advisories and close coordination with other USAID Projects and LGUs, followed guidelines from EDC's Security Division and security global network, and adjusted program activities demonstrating an agile implementation approach that allowed reaching targets while maintaining safety.

“Over the life of the program, 22,163 MYDev youth actively participated and conducted 887 meaningful community service projects.”





“ DepEd ALS had trained 1,968 ALS facilitators in all regions in preparation for the national roll-out of the new ALS training paired with Life Skills. Similarly, TESDA is taking a region-by-region approach to scale up and adopt Life Skills. ”



Also a key challenge during the early years especially in high security risk areas was finding qualified local implementing partners that had a wide range of technical skills training offerings responsive to market demands. To establish effective partnerships, EDC built upon partners’ strengths and helped increase their capacities. Their membership in the YDA instilled accountability and commitment to quality standards for implementation set by EDC. The majority of MYDev’s implementing partners significantly improved their internal systems and processes, which had a positive impact on program implementation.

Cross-cutting elements that were essential in MYDev’s successful implementation over the 6 years include: (a) Starting early on partnership building: MYDev focused on establishing the YDAs in the early stages of the program to give time for this structure to form, mature, and develop trust and commitment of members. (b) Instilling synergy and a collaborative learning process: Through the YDA mechanism, MYDev effectively engaged LGUs and government and non-government partners to communicate and collaborate, and to learn from each other’s challenges and good practices. Similarly, forming and strengthening the youth networks and opening opportunities for interaction through youth summits, for example, promoted synergy, unity of purpose, and cross-learning. (c) Setting systems for program delivery, tracking progress, and documenting outcomes. As important to MYDev’s successful implementation are well-functioning systems that were established and regularly updated. These ranged from monitoring, evaluation and learning systems to administrative policies and procedures, security protocols, finance and grants systems, and communications systems.

MYDev Legacy

MYDev’s Life Skills curriculum was adapted for the Philippines context and served over 25,719 youth in Mindanao. Positive results such as youth’s increased positive engagement in communities and in the workplace, as shown by annual evaluations and expressed by youth, local leaders, and private sector, and a close collaboration with SEAMEO- INNOTECH, led neighboring regions particularly DepEd Region 12 and TESDA Region 11 to support the expansion of MYDev Life Skills in their own areas. These regional initiatives caught national-level attention in DepEd ALS and TESDA national during a critical time when the ALS curriculum was being revised to align with DepEd’s K-12 program, and strengthening the national workforce with 21st century skills became a priority agenda of TESDA.

MYDev responded by transitioning to a more purposeful approach to scale-up and institutionalization of MYDev Life Skills and trained institutions’ trainers and officials at different levels, who will help ensure expansion and quality as they use Life Skills nationwide. These processes led to TESDA and DepEd ALS’ full commitment to and ownership of Life Skills training and approach.

The newly built internal capacity resulted in a multiplier effect by which, at the time of writing this report, DepEd ALS had trained 1,968 ALS facilitators in all regions in preparation for the national roll-out of the new ALS training paired with Life Skills later this year. Similarly, TESDA is taking a region-by-region approach to scale up and adopt Life Skills together with its regular training offerings.

MYDev Life Skills materials and approach was officially handed over to DepEd ALS and TESDA on May 3, 2019, maintaining the name of Life Skills. The commitment given by DepEd and TESDA about the institutionalization of MYDev Life Skills for use nationwide speak of its relevance and promise in the Philippines and of the instrumental role played by MYDev.



Recommendations for Future Youth Programming

The following are priority recommendations for future youth programming based on MYDev's work with vulnerable youth in Mindanao and EDC's experience working in the Philippines:



Identify a sustainability mechanism from the beginning of the program.



Consider a holistic approach that includes transferable life, leadership, and work readiness skills



Establish a solid foundation for lifelong learning and success by including resilience skills



Empower youth to be catalyzers of positive change, not mere recipients of trainings



Develop a comprehensive strategy for youth accompaniment and post-training support



Use an agile and adaptable approach to respond adequately to changing needs



Make communication programming youth-inclusive

MYDev overview





Program Objectives

USAID's MYDev Program, implemented by EDC, addressed key constraints to peace and stability in Mindanao through strengthened local governance, improved life skills, and increased civic engagement of vulnerable out-of-school youth. MYDev supported the USAID/Philippines Country Development Cooperation Strategy (CDCS) Development Objective 2: Peace and Stability in Conflict-Affected Areas in Mindanao Improved, specifically the achievement of USAID's targeted Intermediate Results (IRs):

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The first five years of MYDev targeted eight conflict-affected areas, specifically: the cities of Marawi, Cotabato, Isabela, Lamitan and Zamboanga; and the municipalities of Parang, Maguindanao, Jolo and Indanan in Sulu. Responding to the Marawi siege in May 2017, EDC was granted a one-year extension which expanded the geographic coverage to three sites directly affected by the conflict: Iligan City, Balo-i, Lanao del Norte and Saguiaran, Lanao del Sur. The extension reached an additional 5,100 out-of-school (OSY) and internally displaced youth bringing the total target reach to 24,100 youth.

MYDev's objectives, activities and outcomes were guided by the project's development hypothesis: when the social contract between local government and communities and vulnerable out-of-school youth, is strengthened through incremental gains in mutual trust, conflict-affected communities will begin to benefit from the accretion of social capital that underpins local area stability, security and prosperity.

Exceeding Targets and Expectations on Youth Outcomes

Inspired by its consistent successes in achieving its annual targets in previous years, the MYDev team implemented key activities and achieved all of its deliverables outlined in the Year 6 Annual Implementation Plan. A total of 5,853 youth enrolled and 5,438 youth completed life skills and technical skills training, with 3,435 certified during the extension period. These achievements bring the total to 25,719 youth enrolled in life skills, ALS and technical skills training, 22,163 youth who completed life skills, ALS and technical skills training, and 14,980 who were certified, exceeding life of project targets.

25,719

Youth enrolled in
ALS and Tech-Voc

22,163

MYDev
Youth Completers

14,980

TESDA certified MYDev
Youth (out of 19,037
tech-voc completers)

77%
of youth with improved perceptions of their government and community

74%
of youth with improved life, work readiness and leadership skills

58%
of youth demonstrated positive changes in their perception of violent extremism, moving towards supporting peaceful conflict resolution

55%
of youth improved personal resilience skills

31%
of youth improved livelihood and new employment gains

Impact evaluation results of FY 2017-2018 cohort showed consistent positive outcomes, with youth demonstrating improved perceptions of their government and community, and improved life, work readiness, and leadership skills relative to the comparison group. For this cohort, both MYDev and comparison youth had a net decrease in their employment rates at endline, but comparison youth's rates decreased much more than MYDev youth's rates.

The Performance Evaluation of the last youth cohorts during the extension period highlighted positive improvements in key project outcomes: 77% of youth with improved perceptions of their government and community; 74% of youth with improved life, work readiness and leadership skills; 31% of youth improved livelihood and new employments. In addition, 55% of youth had improved personal resilience skills, and 58% of youth demonstrated positive changes in their perception of violent extremism, moving towards supporting non-violent or peaceful conflict resolution over violent actions.

Improved Service Delivery by Local Governments through Alliance-Building

MYDev established and strengthened 11 Youth Development Alliances (YDA) led by the local chief executive with representatives of key government partners DepEd, DOLE, DTI, DA and TESDA, as well as NGOs, the private sector and youth themselves. The multi-sectoral LGU-led YDAs provided valuable local market assessments, post-training and other services to link youth to jobs and to continuing education opportunities. YDAs also supported MYDev youth alumni network activities.

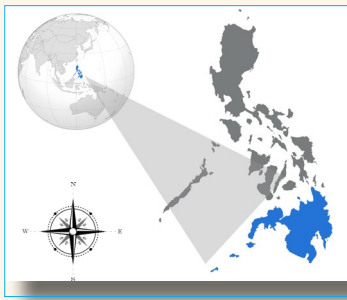
The YDAs' multi-sectoral composition enabled them to successfully rally support and mobilize resources for the implementation of various programs for out-of-school youth. YDAs facilitated mainstreaming of youth initiatives in local government programs ensuring sustainability, and strengthened youth participation in governance and in community service. To date, YDAs have contributed local counterpart resources valued at P55million for youth training, post-training support for livelihood or employment, and continuing education or higher level training. More important, YDAs' visible support and engagement have facilitated positive shifts in youth perceptions toward government and community leaders.

Deepened Youth Leadership and Engagement

To transform youth to be productive, engaged and resilient, EDC partnered with the Department of Education's Alternative Learning System (ALS) to increase vulnerable youth's access to education and with the Technical Education and Skills Development Authority (TESDA) to enhance their employability.

A central feature of MYDev intervention is its Life Skills training which equipped youth with knowledge, skills and attitudes to be work ready. The Life Skills training also included a civic engagement module which inspired youth to be actively involved in their communities. Through the civic engagement activities, youth applied their learning in meaningful ways, and fostered connectedness with their communities. MYDev youth completers have remained active members of local youth networks and continued to volunteer in community service activities. Being able to give back to one's community, and being respected and valued in the process is a life-changing experience particularly for out-of-school youth.

During the extension period, the MYDev Life Skills content was deepened by including foundations of resilience training focused on strengthening youth's social support systems, coping skills and resilience to violence including violent extremism.



MYDev Sites Across Mindanao

After completing MYDev training, youth explore various paths and options that will bring them closer to their goals or to take advantage of work opportunities. Through YDAs, MYDev supported youth to navigate pathways to a productive and engaged life. ALS completers particularly those that passed the ALS Accreditation and Equivalency, or technical skills completers interested to complete their college education were referred to partner agencies or directly to higher education institutions for scholarship programs.

Technical skills completers who took the employment track were linked to employers, or participated in livelihood coaching and job fairs conducted by DOLE, DTI and PESO, or experienced job exposure through work-based learning or on-the-job training.

“ Through YDAs, MYDev supported youth to navigate pathways to a productive and engaged life. ”



Youth in general, and particularly vulnerable youth, do not follow a single education or work trajectory. Youth in Mindanao are no different and they move across paths and options based on a combination of factors, such as their personal interests, available opportunities, the market economy, and personal circumstances. To reflect the context and youth's reality, MYDev offered multiple options for youth to pursue and flexibility for youth to move across those options, rather than stay on one single path. The Alternative Learning System (ALS) and technical skills training programs were made available through qualified implementing partners who facilitated their entry to MYDev program offerings appropriate to their education and skills training needs and interests, taking into consideration local opportunities and resources for continuing education or work. Youth could also avail of Emerging Skills Training (EST), a short-term EDC-led training designed for livelihood and entry-level employment of youth.

Strengthened life, work readiness, and leadership skills. All youth learners and trainees enrolled in any of the program options were required to undergo MYDev Life Skills, a 9-module training focused on work readiness, life, and civic engagement skills over a total of 80-100 training hours. The Life Skills training is specifically designed to equip youth with transferable skills to navigate changing life and work environments, thus, preparing them to pursue and succeed in a wide range of trajectories. MYDev Life Skills training culminates with community service projects that youth have to identify, plan, resource, and implement as a way to apply the skills and attitudes that youth learn during the training and to increase their active and productive engagement in their communities.

During its 18-month extension period, MYDev expanded training opportunities for youth in the new sites to include Foundations of Resilience Parts 1 and 2 (FoR 1 & 2) (described in a later section) which culminate with youth leading community resilience projects and activities that promote stronger social support system and build awareness about all forms of violence in their communities, and how to cope with them. The engagement of youth alumni in the original sites were deepened during the extension period through their participation in FoR2 training, livelihood coaching, youth network civic activities, and youth summits.

This combination of interventions aimed at equipping youth to be productive, resilient, and engaged in their communities, ultimately, increasing social cohesion between youth and their communities.

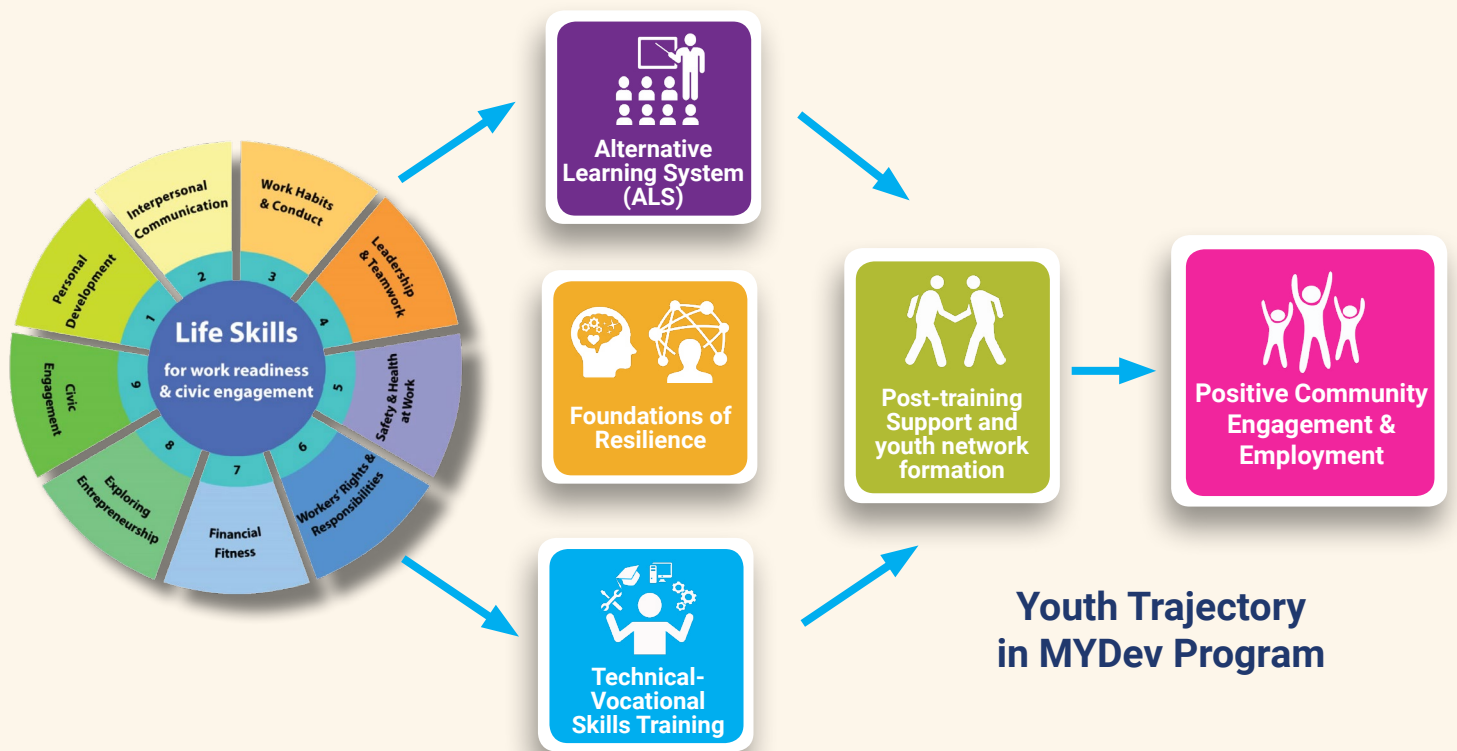
Enhanced Literacy through Alternative Learning System (ALS). In its initial year, MYDev Alternative Learning System (ALS) offerings included Basic Literacy Program (BLP) and Accreditation and Equivalency (A&E) Program (secondary). ALS courses offered by MYDev followed DepEd ALS standard methodologies of instruction, used ALS materials, and aligned with DepEd National general guidelines on ALS course delivery. MYDev also used youth-focused methodologies appropriate for youth with low literacy levels and other disadvantages typical of OSY populations. Instructional Managers (IM) were assigned to cover two learning groups at a time with 25-30 learners per group.

In 2015, due to youth's preference for A&E Secondary and upon advice from Youth Development Alliances, the Basic Literacy Program was discontinued. The ALS sessions started in May and June of 2014 with the first set of completers graduating on Nov–Dec 2014 and the last batch of ALS learners completing in October 2017. Youth reached thru ALS program totaled 4,127 with 3,126 completers, exceeding life of project targets.



MYDev **youth trajectory**





Youth Trajectory in MYDev Program

Market Responsive Technical Skills Training. All youth learners and trainees enrolled in any of the program options were required to undergo MYDev Life Skills, a 9-module training focused on work readiness, life, and civic engagement skills over a total of 80-100 training hours. The Life Skills training is specifically designed to equip youth with transferable skills to navigate changing life and work environments, thus, preparing them to pursue and succeed in a wide range of trajectories. MYDev Life Skills training culminates with community service projects that youth have to identify, plan, resource, and implement as a way to apply the skills and attitudes that youth learn during the training and to increase their active and productive engagement in their communities.

MYDev's technical skills training courses were based on OSY interests and market demand determined by a local market analysis conducted by MYDev and the YDAs. These labor market analysis included data from DOLE, TESDA, LGUs and the private sector in each project site. In year 2 of the project, MYDev trained YDAs to lead a localized market analysis and subsequently, the YDAs took over the role of informing the technical skills courses to ensure demand driving training, responsive to emerging employment and business opportunities suitable for youth.

The results of the market analysis which were regularly updated by YDAs served as the basis for technical skills training offerings across all sites. Training completers were required to undergo assessment and certification by TESDA. Certification levels ranged from Certificate of Competencies (COCs), National Certificate 1 (NC1) or National Certificate 2 (NC2).

Responding to the Local Labor Economy through Emerging Skills Training (EST). The local market analysis identified demand for unique, emerging skills. In response, MYDev introduced in March 2015 a series of Emerging Skills Training (EST) to quickly respond to the skills demand.

“The Life Skills training is specifically designed to equip youth with transferable skills to navigate changing life and work environments, thus, preparing them to pursue and succeed in a wide range of trajectories.”



ESTs were 5 to 25-day training activities geared to respond to products and services or skills immediately needed by local employers. These sectors included food processing or preparation, indigenous crafts, native delicacies, consumer goods, as well as wholesale and retail business such as bagging and packing.

ESTs also included skills and services needed for construction such as concrete hollow block making as well as for agri-fisheries such as organic farming and banca-making. EST programs fall under TESDA's No Training Regulation (NTR) category of skills training and certificates of completion are given by agencies with expertise in the relevant sector.

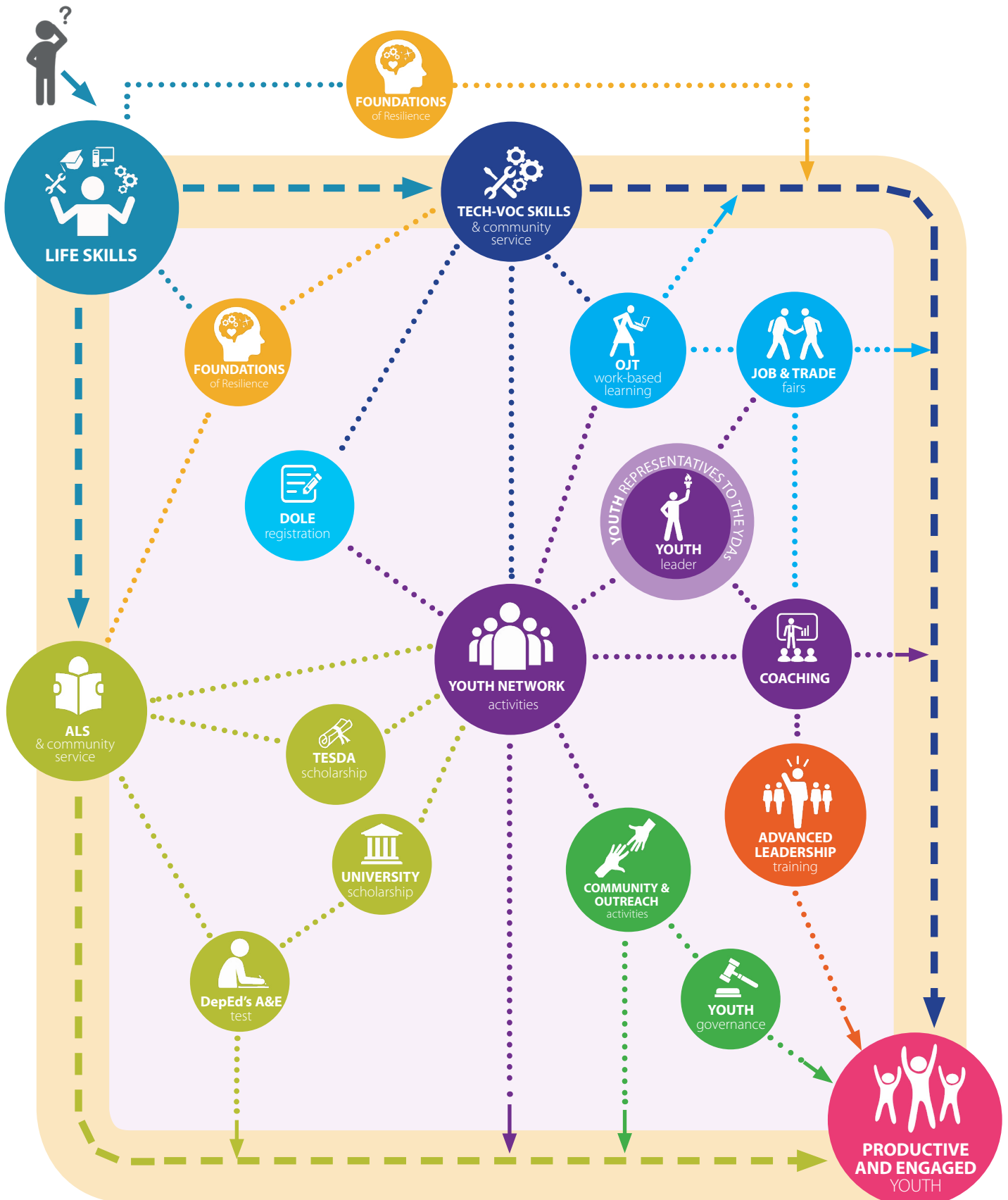


MYDev constantly monitored the quality delivery of skills training to ensure that learners satisfactorily completed the course and/or obtained appropriate skills certification. ESTs were implemented directly by EDC in partnership with local government agencies, training providers, private sector and Barangay Local Government Units (BLGUs). The EST programs became a bridge for training-for-work arrangements with local businesses including local shopping malls, manufacturing companies and services which were in demand in the urban sites of Zamboanga and Cotabato.

Post-Training Support and Youth Engagement. As opposed to the interventions listed above which youth enrolled in sequentially, youth's participation in post-training support and youth engagement took place in parallel to the above-mentioned trainings and continued afterwards. These interventions included Post-Training Support to prepare youth for and link them with further education opportunities, work opportunities or to pursue self-employment. This included a wide range of interventions from individual support to develop their CVs and job fairs, to guidance on small business permit registration and scholarships for further education (these are explained in more detail in the succeeding sections).

YOUTH EMPOWERMENT: Pathways to success

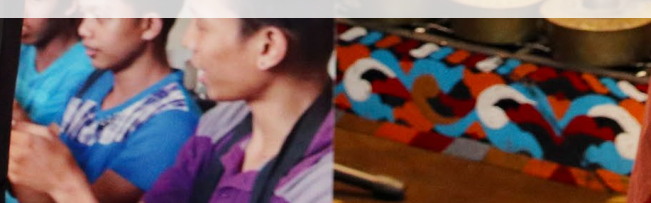
All youth began the MYDev program with either unique assets, experiences and/or aspirations. MYDev built on these and provided the youth with multiple pathways to succeed. Although each youth received the Life Skills training, their pathway to success took a variety of steps. Highlighted below are some of the key steps offered to support youth as they progressed on their own path.



PROGRAMMING for engaged, productive, and resilient youth



As described earlier, MYDev established a solid foundation and a process during which youth learned and developed new and existing skills, applied the skills and attitudes that they learned in both their communities and in the workplace, and proactively led initiatives in their communities to support youth and for improvement of their communities. This journey consisted of a combination of the following key elements.



YOUTH DEVELOPMENT ALLIANCES (YDAs): Partnerships for Youth Development

The YDA is the foundation for program implementation. EDC's strategy to encourage local ownership and sustainability of out-of-school youth programs and services delivery is the establishment of Out-of-School Youth Development Alliances (OSYDAs), later referred to as Youth Development Alliances (YDA) in all program sites. As a result of partnership-building efforts, city and municipal orientations on the MYDev program and its goals, and barangay level coordination, key agencies and youth-oriented groups agreed to the YDA as a formal mechanism for complementation of programs and convergence of resources toward a shared vision of transforming out-of-school youth to be productive and engaged in their communities.



YDA structure and governance

Diverse membership with a common vision. YDAs were chaired by the local government executive (the City or Municipal Mayor) or his/her designated representative. Members included representatives of DepEd, TESDA, DOLE, DTI, private sector, local chambers of commerce, non-government organizations (NGOs), and youth themselves. In some MYDev project sites, the composition of the alliance was expanded to include other interested institutions and stakeholders including the local offices of the Department of the Interior and local Government (DILG), Department of Agriculture (DA), Department of Social Welfare and Development (DSWD), Department of Science and Technology (DOST), Philippine National Police, and the National Youth Commission (NYC). Six MYDev youth leaders, three females and three males, serve as youth representatives and were selected by their peers using a participatory process during youth network formation events.

Youth inclusive. As more youth joined the program in subsequent years, the number of youth representatives was increased to eight, while still observing a gender balance.

Legally recognized and with clear roles and responsibilities. At the onset, local government units in each site issued executive orders and ordinances to provide a legal framework for YDA. The executive orders specified the members, defined their roles and responsibilities, and authorized representatives of member agencies to participate in regular meetings and all activities of the YDA, and to make decisions in behalf of the agency. Recognition of the YDA as a local body facilitated the timely and effective complementation of programs and resources for out-of-school youth.





“A valuable lesson shared by YDAs is that the report card system guided them to set a shared priority agenda and to focus on achieving the results and the outcomes of their plans.”

Equipping YDAs as project drivers. Bringing together multiple agencies and organizations requires building institutional capacities, particularly for OSY program delivery in conflict-affected areas. MYDev’s capacity building program focused on strengthening the YDAs’ leadership and membership systems, improving effectiveness in strategic planning, collective decision-making, partnership-building, resource mobilization, as well as in formulating policy actions for sustainability. MYDev developed innovative data management and planning tools for YDA members.

- **Strengthening YDA governance and effectiveness in strategic planning and decision-making.** MYDev developed the Capacity Assessment Tool (CAT) for YDAs to conduct internal self-assessment of their institutional capacities and inform planning for its continuous improvement in governance, strategic direction-setting, resource mobilization, youth services implementation, networking and advocacy, and sustainability. YDA leaders cited that the CAT is one of the program’s best practices. Results of the CAT provided an objective basis for identifying areas for YDA strengthening, and the collaborative and youth-inclusive assessment process ensured the commitment of all members to harmonize their efforts.

YDA capacity assessment results showed overall improvements in all dimensions of organizational development. Final assessments in March 2019 of CAT and YDA Report Cards showed Isabela City YDA as ‘Fully Functional’, while the YDAs of seven other original sites were ‘Adequately Functional’. The newly formed YDAs of Iligan, Saguiaran and Balo-i were at the ‘Developing’ level, partially accomplishing their planned activities due to the short evaluation period, but still on track to reach their goals.

- **Equipping YDA’s to track the delivery of youth services.** YDAs had the mandate to prioritize, plan and oversee training programs that are anchored on local labor market requirements, and to facilitate post-training activities such as job fairs and job immersion to link program completers to employment or entrepreneurship opportunities, as well as scholarships for continuing education and training. MYDev set up a Report Card system for YDAs to track their progress in implementing activities and updating their annual plans for youth services. A valuable lesson shared by YDAs is that the report card system guided them to set a shared priority agenda and to focus on achieving the results and the outcomes of their plans. The regular monitoring and evaluation helped them keep track of their own progress and to make adjustments to make their plans relevant and doable.



- **Introducing an approach to match skills and work opportunities for youth.** MYDev introduced a Local Market Assessment process and tools to help alliances identify demand-driven technical skills and related livelihood opportunities suitable for young people. Supported by data from the labor market analysis conducted in cooperation with DOLE, DTI, and industry partners such as Chambers of Commerce, the YDAs provided guidance to TVI or NGO implementing partners in selecting training courses that were aligned with livelihood and economic opportunities and helped avoid mismatch between available skills and employment opportunities within the community. The market analysis results were reviewed and updated periodically to ensure that training offerings were relevant and responsive to constantly changing economic environments.
- **Generating resources for youth-centered services.** MYDev designed the Local Resources Inventory Report (LRIR) to help the alliances document and monitor technical and financial assistance, physical facilities, and other resources that have been mobilized from the alliance members, local governments, and other partners and stakeholders to support training and post-training services for out-of-school youth. As a result, YDAs had provided counterpart resources valued at PHP 54, 675,370.00 (approximately US\$ 1,059,000.00) to support programming and post-training services. These resources include livelihood start-up funds and materials, access to shared services facilities such as market spaces, and complementary training activities such as entrepreneurship training, business mentoring, and coaching. At the barangay-level, the alliances have also successfully mobilized counterpart resources such as financial assistance for learners' transportation expenses, provision of training venues, and purchase of products from youth-led self-enterprises.
- **Strategies for a youth-inclusive YDA.** The YDAs paved the way for transforming youth from being mere beneficiaries to active partners, leading the implementation of programs for the benefit not only of their fellow youth but also other members of the community.

YDAs were envisioned to be youth-inclusive but during the early years of the program, youth representatives were not confident to interact with high ranking officials and more senior members of the YDA. As a response, MYDev held leadership training activities for YDA youth representatives which built on the core MYDev Life Skills and enhanced written and oral communication, proposal writing, presentation skills, and meeting decorum skills.

Youth leaders were also given the opportunity to serve as YDA members for about 1-2 years where they participated in capacity building activities for YDAs. For exposure and youth advocacy, YDA youth representatives were recommended to represent the out-of-school youth sector in youth related consultations. Along with other youth, they participated in national and international conferences, and in leadership training, peace camps and other learning opportunities such as those sponsored by Peace Corps Padayon Mindanao program. Youth representatives were also called upon to interact with USAID and US Embassy officials during the latter's field visits. With their additional skills and experiences, YDA youth representatives gained more confidence to express their views and contribute meaningfully to YDA activities. They acted as coaches or models to new sets of YDA youth representatives.



“The YDAs paved the way for transforming youth from being mere beneficiaries to active partners, leading the implementation of programs for the benefit not only of their fellow youth but also other members of the community.”

They also supported youth network officers and continued to be engaged in community service and other activities of the youth networks even after their term as YDA representatives ended.

By providing youth with opportunities to take part in strategic planning and key decision-making, the YDA served as a fertile ground for equipping youth to participate in local governance structures. An example is the Local Youth Development Council, an important local government structure mandated to harmonize, broaden and strengthen all programs and initiatives of the local government and non-governmental organizations for the youth sector as provided by Republic Act 10742, or the Sangguniang Kabataan Reform Act of 2015. Two former youth representatives of Zamboanga City YDA are currently members of the city's LYDC, representing OSY.

The Zamboanga City YDA conducted various dialogues with the youth network and helped the network develop the agenda presented to the LYDC through the youth representatives. A YDA youth representative in Indanan and another in Iligan have been duly elected as Sangguniang Kabataan (SK) or Youth Council officials. The YDAs of Balo-i and Saguiaran added the SK Federation President as members of their respective YDAs. Thus, former OSY becoming advocates for the welfare of other OSY in the LYDC or becoming SK officials is a program outcome worth highlighting.



Applying Strengthened Capacities – leading to YDA Accomplishments and Evidence of Sustainability. Much has been achieved since the YDAs became operational in the MYDev Program sites. The YDAs' multi-sectoral composition enabled them to successfully rally support and mobilize resources for the implementation of various programs for out-of-school youth. Milestones of alliance-building over the project term are shown in the timeline below:

FY2014-2015

- Partnership-building with prospective OSYDA key agency members
- Parang and Indanan added as MYDev sites
- City/municipal orientations in 7 MYDev sites (except Indanan)
- Six of the 7 MYDev LGUs oriented issued Executive Orders for the establishment of OSYDAs
- OSYDAs select priority MYDev barangays
- Selection of youth representatives to the OSYDA started through Barangay OSY consultations
- OSYDA action planning and training on organizational capacity assessment using the CAT
- Stakeholders and Partners Workshop on MYDev Implementation, August 6-8, 2014 in Davao City

FY2015-2016

- Capacity-building of OSYDAs in youth-inclusive action planning and tracking outcomes using a report card system
- OSYDAs identified demand-driven technical skills training for the guidance of training providers using local market analysis
- OSYDAs implement their action plans
- Passage of Isabela City Youth Code on June 30, 2016 initiated by the YDA
- YDAs of Parang and Indanan established and developed their action plans using the report card system
- Passage of municipal ordinance creating the YDA, initiated by the Parang YDA
- OSYDA Summit, August 11-12, 2015 in Tagaytay City

FY2016-2017

- A total of 18 policy actions have been passed by YDAs up to this date, including ordinances to prioritize employment of OSY; passage of the Indanan Youth Code; and re-organization of the Cotabato City YDA; creation/activation of Youth Development Offices
- YDAs continued to demonstrate improved capacities in delivering youth services
- YDAs intensified support for post-training of program completers and youth network activities





FY2016-2017

- Resources generated by YDAs reached P42.6million.
- Reorganization of the Marawi City YDA under a new LGU Chief Executive
- YDA Summit, August 3-4, 2016 in Davao City highlighting researches on YDAs as drivers for out-of-school youth development and successful YDA practices in private sector engagement

FY2017-2018

- Marawi City YDA temporary set-back due to the Marawi siege
- Executive Orders passed creating the YDAs of Iligan City, Balo-i, and Saguwaran
- Newly established YDAs of Balo-i, Saguwaran, and Iligan City trained in local market analysis, governance approaches, resource generation, etc. and made tremendous progress
- YDA youth representatives together with youth networks intensified community service and resilience-building activities
- Resources generated by YDAs reached P45.6million
- YDA Summit, June 21-22, 2018 in Davao City

FY2018-2019

- Final YDA organizational capacity and report card assessment and planning for sustainability beyond MYDev
- Final YDA summit and concluding sharing of best practices and reflections/lessons learned on April 10-11, 2019 in Cebu City
- Documentation of alliance-building outcomes on youth

Learning and sharing of YDA best practices. In collaboration with its institutional partner SEAMEO-INNOTECH, MYDev facilitated learning and dissemination events and annual summits as venues for YDAs to celebrate their achievements, share their challenges and experiences, showcase their best practices, and outline their plans for the succeeding years and beyond. They also reviewed or deepened their understanding of special topics relevant for strategic planning and sustainability of the YDA, such as MYDev's Life Skills package and the positive youth development framework. Over the years a total of 4 YDA summits were conducted with thematic areas to reflect, learn from each other's experiences, share good practices across YDAs, and guide the YDAs in defining their youth agenda. During the final YDA Summit in April 10-11, 2019, YDAs highlighted thematically their unique strengths, accomplishments and best practices. YDAs acknowledged that the annual summits were effective in continuously building the capacity of individual members and the YDA as a group. They valued the open sharing of strategies and programs among the YDAs which helped enrich their own YDA's learning.

Self-sustaining YDAs Going Forward. Results and highlights above demonstrate the sustainability of YDAs. They constitute a legal entity to operate in full capacity under an enabling environment considering the issuance of a Youth Code, establishment of Youth Development Offices (YDO), and registration to the Security Exchange Commission (SEC). And, they have demonstrated capacity to realize their own funds and annual budget allocations and to maintain a diverse and constant stakeholder membership with active youth participation. Following are recommended actions for the consideration of YDAs, local leaders and policy-makers to sustain the gains of the six-year MYDev Program implementation:

Recommended actions for the consideration of YDAs

1

Continue to institutionalize the multi-sectoral and interagency alliance mechanism within the local government structures to focus on programs for OSY development. The YDAs should continue to leverage on the strengths of member agencies such as the municipal/city Planning Office, Chairman of the Education Committee and SK Federation that can facilitate the integration of YDA plans and programs and allocation of resources therefor in the local investment plans. YDAs should also continue to focus on its vital role in facilitating post-training pathways for youth completers by taking advantage of programs of agencies such as TESDA, DOLE and DTI and strengthening partnerships with the business sector to link youth completers to employment or entrepreneurship opportunities.

2

Continue to engage youth leaders in strategic planning and decision-making in order to develop relevant, youth-responsive YDA agenda. The YDAs should also strengthen partnerships with the Local Youth Development Council and youth-focused non-governmental organizations and other groups that can serve as windows of opportunity to promote YDA agenda.

3

Apply strengths and focus on results by continuing to use the data management tools and systems for collaborative planning and participatory monitoring and evaluation of youth programming outcomes.

4

Nurture youth networks by supporting the expansion of their membership, enhancing their leadership skills, and engaging and recognizing them in community social events and civic activities. Youth networks, with their effective use of social media and other platforms for visibility, are well positioned to advance YDA agenda and program implementation for their fellow youth.



ELEMENTS OF SUCCESS AND LESSONS LEARNED. YDAs attribute their successes to a combination of the following elements:

- **A shared vision and harmonized youth development agenda among YDA members.** YDA members came together with a common goal related to the improvement of youth in their communities.
- **Clarity of roles and responsibilities.** Reflecting on their experiences in the last six years, YDAs acknowledged that one of the success factors for the strong relationship among the members of the alliance was the clarity of roles and responsibilities of the different members.
- **Flexibility combined with practical tools and clear systems.** While YDAs enjoyed their autonomy and decision-making freedom to identify and carry out their plans, they were trained and equipped to use tools for planning and tracking progress, enabling them to play effective roles in their communities.
- **Strong commitment of members including youth to stay focused on the goal.** Motivated, inspiring and committed YDA members are able to positively influence other members, generating a catalytic effect of positive change and impact.

YOUTH engagement for strengthening social contract



MYDev program provided relevant interventions to achieve its goal of transforming youth to be productive, engaged and resilient with healthy coping skills. One of these interventions is providing opportunities for youth to participate in and lead community engagement activities that teaches life and leadership skills to empower them to be self-reliant and encourage them to contribute to their community.

Youth as Agents of Positive Change in their Communities. Youth's engagement with their communities started through MYDev's Life Skills training that includes two sets of skills; work readiness skills and civic engagement skills. Work readiness skills are work-related skills needed by young people to be successful at work while civic engagement skills include values, attitudes, knowledge, and skills to enable young people to think critically and act creatively for personal, community, and national development.

MYDev's Life Skills training culminates with the youth's actual application of their learning by undertaking meaningful community service projects. These community service activities provided opportunities for youth, who completed the training, to demonstrate their technical skills while responding to various felt-needs of the community. Through youth-led community service activities, youth demonstrated their ability to identify and prioritize community needs, plan a community project, mobilize the community and necessary resources, and carry out the project in an effort to make their communities clean, friendly, safe and healthy, while establishing a sense of connectedness between youth and community leaders. Over the life of the project, 22,163 MYDev youth actively participated and conducted 887 meaningful community service projects that were acknowledged and appreciated by community members and recognized by local government leaders.

Agile Response to Local Context: Increased Resilience for Youth and by Youth. In May 23, 2017 the Marawi siege broke out and caused massive destruction displacing more than 300,000 people including MYDev youth and their families. After the siege, the MYDev youth's dreams were shattered and they were more concerned about their survival in the evacuation camps than rebuilding their dreams for a brighter future and serving their communities. MYDev responded quickly by providing a venue for youth to express their anxieties and share their views with others who were also affected by the tragedy through psychosocial activities as an initial MYDev intervention to process the strong feelings and emotions experienced by the youth affected by the Marawi siege. The activity yielded a positive response from the youth and they started to resume their civic commitments by sharing this approach with other youth in their communities and re-engaging in community service projects.



Illustrative Community Service Projects with 22,163 Youth Engaged



Construction of feeding center, painting of barangay halls, table and chairs for madrasah repair, Day Care centers repair, making hollow blocks for the renovation of classroom and mosques



Free motorcycle repair services, free household appliances repair, installation and repair of water service pipelines, vulcanizing services



Free household appliances repair, construction of drainage and pathways, t-shirt printing for Barangay Local Government Unit (BLGU) officials and school children



Free wiring installation for houses and mosques, installation of solar panels, electrical wiring installation of barangay halls and madrasahs



Feeding program for IDPs, blood-letting and donation program, parlor games, information drive to prevent cyber-bullying, earthquake drill and first aid training



Community and coastal clean-up drive, tree and mangrove planting, lectures on organic agriculture, Barangay beautification, painting of pedestrian crossing lanes, vegetable gardening



Awareness session on proper hand washing, Proper waste disposal and segregation seminar



Subsequently, MYDev enhanced its youth civic engagement approach during the extension phase by focusing on strategies that promote positive youth participation through the MYDev youth networks, and strategies for engaging YDAs in fostering youth and community collaboration to build youth resilience to violent extremism.

Moving from immediate response to a lasting intervention in response to the Marawi siege and the violence-affected context across project sites, MYDev expanded its Life Skills curriculum package to support youth as they navigate the challenges posed by violence in general and violent extremist actions in particular, in their communities.

MYDev developed a complementary set of training curricula consisting of two modules called Foundations of Resilience (FoR) Parts 1 & 2. These were developed in consultation with youth including testing the main concepts and content with youth groups during development. The first module (FoR1) is designed for the youth to identify and strengthen positive coping skills and understand how they can develop positive thought processes and react appropriately to events which are out of their control.

The second module (FoR2) provides information and activities to better understand violent extremism in their communities, and activities to strengthen their social support system, and equip them to make healthy decisions.

FoR 1 & 2 trainings further deepened youth's community engagement by having youth organize and conduct resilience projects in their communities that were participated in by other youth, parents, and community leaders. These projects were intended to raise awareness about all forms of violence in their communities and promote stronger social support systems to build and strengthen youth resilience.

Youth quickly took ownership of the resilience intervention and, during the 18-month extension phase alone, youth organized a total of 304 resilience projects in their communities, mobilizing 7,619 youth across all project sites and contributing to increased social cohesion in their communities. Examples of these are highlighted below:

Illustrative Resilience Projects with 7,619 Youth Engaged

 <p>Children's Peace Camp (Reading, Writing, and Art), Youth Peace Camp, TOT on Youth for peace and security</p>	 <p>Family and children's Day, Violence Against Women and Children Symposium</p>	 <p>Inter-Religious Dialogue on Youth Vulnerabilities</p>	 <p>Youth Sportsfest for Peace, Anti-Bullying Seminar, Building Youth Resilience through Team Building</p>	 <p>Orientation and Awareness on Teenage Pregnancy and Family Planning</p>	 <p>Art Therapy (Paper Origami Making) and Distribution of School Supplies to IDP pupils</p>
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“MYDev Youth Alumni Networks kept the spirit of youth volunteerism alive.”

A Purposeful Approach Leading to Sustained Youth Engagement. A similar approach to YDAs was used with Youth Alumni Networks. These networks were equipped with skills and capabilities to succeed. Learning and sharing among networks helped improve and deepen practices until they were ready to lead community-level initiatives and to position themselves with local entities to continue and sustain their role after MYDev.

Formation of Youth Alumni Networks. From mere MYDev program completers participating in one or two community service projects, by 2017, youth began to transform into independent, self-driven, and committed members of the community who are willing to continue conducting meaningful community service and resiliency projects on a wider scope. To sustain this positive development, in year 2018 of the project, the MYDev's Youth Alumni gatherings were conducted to formally create and organize Youth Alumni Networks across 11 sites. These youth networks elected up to 10 new MYDev Youth leaders in each site to continue and sustain their community engagement activities. The new youth leaders became active members of YDAs and served as the primary liaisons with other MYDev youth in their communities. Through the guidance and capacity building of MYDev and YDA members, who offered Leadership training and coaching (see below), the MYDev Youth Alumni Networks kept the spirit of youth volunteerism alive by deepening their commitment to actively participate in their own transformation and effectiveness as leaders and continue to give back to their communities through team building activities, resiliency projects, leadership training and planning for youth network activities.

The series of youth network activities impacted the change in perception of community members about the youth from being idle into a productive and civically engaged youth with self-determination and positive outlook in life. This also created a sustainable enabling environment for youth empowerment contributing to MYDev's goal of productive, engaged and resilient youth. As a result, Youth Alumni Networks remain as an established and recognized structure for increased youth engagement beyond the MYDev project.

Equipping Youth Alumni Networks for Leadership and Tracking Outcomes.

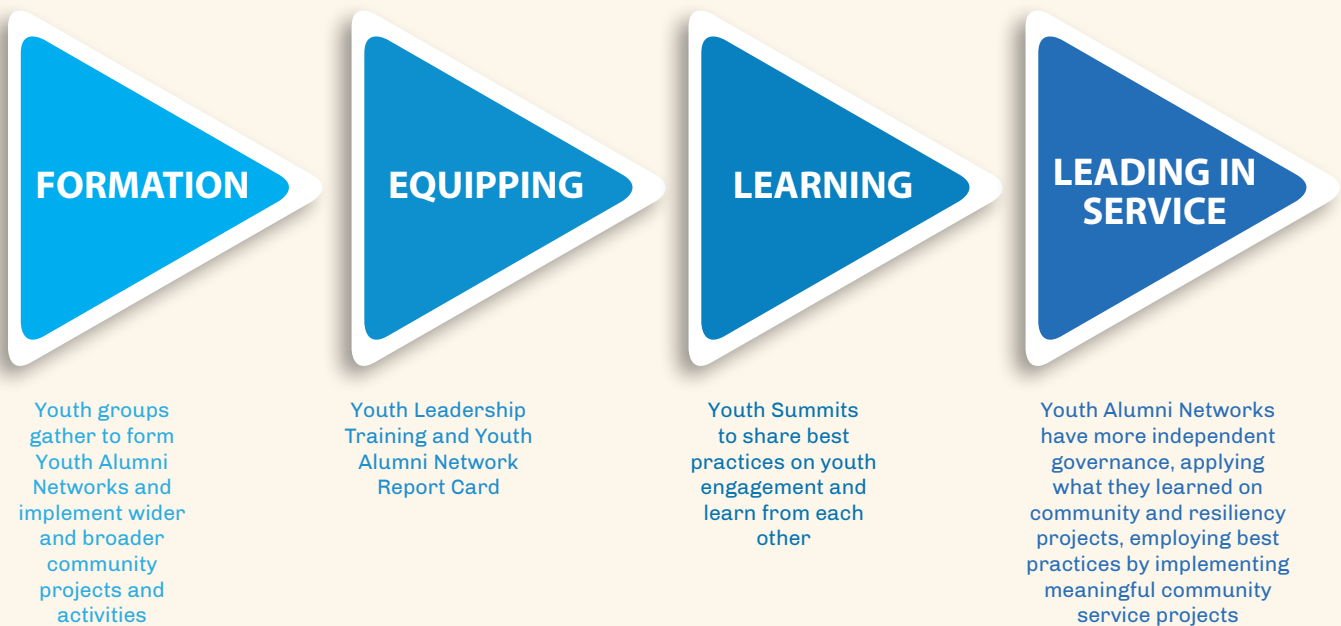
Once Youth Networks had formed in 2016, MYDev took a capacity building approach to help them function effectively. MYDev conducted two youth leadership trainings and facilitated several team building activities and planning sessions to capacitate Youth Networks to reach their full potentials as better and empowered leaders in their communities.

Given the success of the Report Card approach with YDAs in early years, MYDev adapted it for youth and conducted the Youth Alumni Network Report Card Workshop in 2018 to equip MYDev Youth Leaders to effectively track the progress of their activities and use the report card system to develop new plans. Based on the Positive Youth Development (PYD) framework, the scorecard consisted of four development areas, namely: Membership Formation and Expansion, Leadership Development, Partnership Building and Organizational Strengthening. The tool assessed the network's capacity levels based on its performance in accomplishing the planned activities and expected outputs of the organization for the year 2018-2019. Results showed remarkable increases in performance from their 2018 baseline rating of "Poor" to "Good" or "Very Good" rating in March 2019. This process also provided opportunity for youth leaders to express their vision and develop plans for succeeding youth network activities that can be integrated in the city/municipal youth development priorities. The report card system allowed MYDev Youth Alumni Networks the freedom to determine their priority activities enabling them to be more responsive to local needs.



Effective resource identification and community mobilization are also areas in which Youth Alumni Networks grew stronger. They tapped resources from YDAs and partnered with other youth organizations to plan and conduct meaningful community service and resilience projects. Through these efforts, they gained the respect, support and wider participation of community members such as parents helping in the preparation of the activities and identifying participants, barangay officials providing safe spaces, facilities and sound systems, and Sangguniang Kabataan Chairmen sharing resources and demonstrating support.

Youth Engagement Evolution



Effective resource identification and community mobilization are also areas in which Youth Alumni Networks grew stronger. They tapped resources from YDAs and partnered with other youth organizations to plan and conduct meaningful community service and resilience projects. Through these efforts, they gained the respect, support and wider participation of community members such as parents helping in the preparation of the activities and identifying participants, barangay officials providing safe spaces, facilities and sound systems, and Sangguniang Kabataan Chairmen sharing resources and demonstrating support.

Learning by Sharing Good Practices. MYDev also organized local, regional and Mindanao wide Youth Summits to celebrate the successes of youth networks and highlight best practices of youth engagement. Over the years, at least 987 youth participated in these summits, showcasing the stories and experiences of successful MYDev youth. The series of summits provided opportunities for the youth to demonstrate their skills and learn from one another's journeys of transformation as former out-of-school youth into outstanding youth in their communities. The youth summits also featured youth testimonials, exhibits and sharing of best practices of the MYDev Youth Networks, learning sessions on emerging topics and issues that concern the youth of today, along with fun-filled activities that encouraged camaraderie and continued connectivity among MYDev youth networks. During the 2019 summits, youth alumni networks presented their best practices in thematic areas as presented in the succeeding page spread.



MYDev Youth Network Themes of Best Practices



Marawi City & Saguwaran



Parang



Cotabato City



Balo-i & Iligan



Inda

116
project proposals submitted by the youth network leaders after the proposal writing workshops

104
youth network activities successfully implemented from the 116 submitted proposals

US\$ 67K
worth of projects successfully implemented by the MYDev youth alumni

Leading in Serving Communities. Due to the success of the Youth Alumni Networks in organizing and managing community service projects and activities, MYDev encouraged these leaders to propose projects they can implement in a broader coverage for a wider number of beneficiaries. Small project grants were allocated for the expansion and deepening of youth-led activities. Through proposal writing workshops, youth network leaders and members were able to submit 116 proposals with activities or projects that would respond to the needs of the youth and other social concerns in their communities. These proposals went through a review process for approval, rejection, or further support to youth to improve their proposals. Working closely with partners and stakeholders, MYDev Youth Alumni Networks in all sites successfully implemented 104 youth network activities totaling approximately USD 67,000 covering the following themes: community outreach, children & youth development sessions, community resilience building activities, environmental protection and conservation, physical facilities repair and improvement, organizational capacity building and networking, and advocacy for environmental protection.

Sustained Youth Engagement Going Forward. During the last Mindanao wide Youth Summit held in Cebu City on April 10-11, 2019, hundreds of youth leaders of the 11 youth networks across program sites expressed their vision, identified their longer term priorities, and developed plans to form part of the municipal youth development priorities after the MYDev project term. The YDAs were committed to supporting these identified priorities in their respective sites which will be the basis of their 2019 annual budget for youth programs. Based on the UN 2030 Youth Agenda framework, MYDev youth priorities were as follows:

- **Youth Participation and Advocacy:** Youth continue to have a voice for the promotion of a peaceful, just and sustainable community
- **Education, Skills and Healthy Foundations:** Youth continue to have access to quality education, health, and skills training
- **Economic Empowerment Through Decent Work:** Youth have access to decent work and productive employment
- **Youth & their Rights:** Rights of young people are respected and supported



- **Youth civic engagement:** Youth are responding to their communities' needs and actively participating in their community's development
- **Peace & Resilience Building:** Youth have opportunities to participate as catalyst for peace, security and humanitarian action in their communities
- **Empowering Youth Alumni Networks for Broader and Wider Youth Engagement**

After a purposeful process including formation>equipping>learning>leading over 4 years in the 11 sites, the Youth Alumni Networks are prepared to respond to youth development concerns, address other community needs, and promote and build youth civic engagement among all youth in the communities including strengthening resilience against violent extremist groups. They are well positioned, aligned with municipal youth development priorities, and could count on with the support of the YDAs and local government to continue mobilizing, planning and implementing valuable youth-led activities in their communities after MYDev project term. As they transition from MYDev towards self-sustaining operations, MYDev provides the following recommendations to the entities supporting them:

1. The barangay and Municipal/City LGUs through the YDAs should be able to pick up the gains of the youth alumni networks and adopt it as a local youth development strategy to encourage and build sustainable youth participation in local governance. The youth network concept can be incorporated into existing local youth program structure to carry out or implement various youth-related advocacies and campaigns on local socio-economic development.
2. The local governments (BLGUs/MLGUs) should continue to build the capacities of Youth Networks to be more responsive to the current and emerging issues in the community and expand partnerships and linkages with other youth, government and non-government organizations to reach a wider youth population.
3. The LGUs may institutionalize the Youth Network as an implementing arm for youth engagement of the Local Youth Development Councils through local legislation.





Examples of Projects Implemented by the MYDev Youth Networks



Marawi City MYDev Youth Network:
Love Drive to the pediatric patients



Zamboanga City MYDev Youth Network:
Youth development sessions to increase awareness on social issues



Balo-i MYDev Youth Network:
Children's peace camp: Reading, Writing, and Art



Indanan MYDev Youth Network:
Youth sports fest for peace



Isabela City MYDev Youth Network:
Peace poster making contest



Lamitan City MYDev Youth Network:
Building youth resilience through team building



ELEMENTS OF SUCCESS

MYDev's Youth Alumni Networks proved to be an effective model for building and developing youth volunteerism and increasing the social contract through meaningful youth engagement with communities. As MYDev legacy, the youth alumni networks in all sites will continue to be recognized as an active player in community development with their continuing membership expansion and involvement in municipal/city LGU activities. MYDev program puts prime in the vital role of the youth in creating a healthy and developed community with empowered, civically engaged and resilient youth that are evident in the following key practices:

- The regular representation and recognition of youth leaders in the Youth Development Alliance to represent the voice of other youth have transformed them from being mere beneficiaries to becoming key partners and decision makers in the process of implementing a program that is more responsive and better aligned to their needs.
- Youth Alumni Networks can be a venue for developing new breed of youth leaders with enhanced leadership skills to reach out to other youth, strengthen the union of its alumni members, and serve as catalyzers to increase the spirit of voluntarism as lead organizers and implementers of Youth Network activities.
- Youth involvement in data collection as MYDev data administrators was a project innovation that provided additional work readiness skills to youth completers and an opportunity to practice their learned skills.
- The more opportunities, skills, and meaningful experiences that are provided to youth, the more they are encouraged to contribute back to their communities. This is evident in MYDev's approach of giving priority to developing youth as fully empowered and active leaders and participants through a functional MYDev Youth Alumni Network, which resulted in more than 408 youth-led community activities during the project.
- Empowering and engaging youth in more community projects and activities creates strong and lasting bonds with community leaders and recognition by LGUs. This helps combat negative stigma often attached to out-of-school populations and opens opportunities for youth to become elected Sangguniang Kabataan chairperson or Kagawads (barangay youth council members), sitting member of local youth development councils, and even local employees of LGUs.



**Cotabato City MYDev Youth Network:
Youth cultural show and competition**



**Parang MYDev Youth Network:
Orientation and awareness on teenage pregnancy and family planning**



**Saguiaran MYDev Youth Network:
Family Day**

**Iligan City MYDev Youth Network:
Outreach Program for the prisoners**



**Jolo MYDev Youth Network:
Disaster preparedness and first aid training**



POST TRAINING support to

Transforming young people from being out of school to being employable and productive individuals requires that they not only have the necessary technical and life skills and basic education competencies. They should also have a supportive environment that facilitates their access to services, and work and continuing education opportunities offered by an array of agencies and other players in the community. MYDev's parallel work with Youth Development Alliances ensured that stakeholders were collaborating toward the shared objective of improving youth education, employability and livelihoods. Below is description of MYDev's interventions over the years for youth, and the programmatic linkages and synergies among youth-serving agencies and organizations that accompanied youth along multiple tracks that they took to achieve their goals.

Bridging ALS Completers to Continuing Education or Training. Bridging youth program completers to further education and training started with offers from LGUs and service providers for passers of ALS Accreditation and Equivalency (A&E) test.

While this bridging strategy was originally fueled by MYDev and implemented by service providers, it quickly engaged the YDA mechanism where provision for training scholarships became part of their action plans and report cards. Over time, YDAs became a natural catalyzers of effective post-training support for youth through their wide range of members representing both education as well as employment and business development fields.

MYDev worked closely with service providers and YDAs to facilitate access to post training assistance for continuing education, resulting in various cases of youth graduates enrolling in tertiary education at local colleges and A&E passers receiving full scholarships with the support of local stakeholders across sites (see examples in the succeeding page).

Similarly, through MYDev's strong relationship with the Department of Education and TESDA, those A&E completers who were not able to pass the A&E test were invited to join the review sessions conducted by DepEd for them to take the test again or were referred to TESDA for training for work scholarship coupons that were available in the project sites.

As a result of post-training support, at least 69 youth who passed the A&E exam secured scholarships to pursue further education. Of those youth, 74% are pursuing tertiary education and 26% have chosen ongoing techvoc opportunities. MYDev secured such scholarships from LGUs, NGOs, and government agencies funding. Similarly, at least 180 ALS completers who wanted to acquire technical skills were given skills training coupons at local TESDA across project sites.

Over the years, youth program completers moved beyond "passive recipients" of scholarships and other provisions made available to them. They became more equipped and motivated to actively seek and find training and education opportunities as a result of their continued engagement and interaction with YDA and youth alumni networks.



youth education & employability tracks



dti
DEPARTMENT OF
TRADE & INDUSTRY
PHILIPPINES

This certifies that

LOS JOVENES EATERY
(Barangay)

SALIWASAN, ZAMBOANGA CITY, ZAMBOANGA DEL SUR, REGION 9 (ZAMBOANGA PENINSULA)

is a business name registered in this office pursuant to the provisions of Act 3883, as amended by Act 4147 and Republic Act No. 390, and in compliance with the applicable rules and regulations prescribed by the Department of Trade and Industry.

This certificate issued to:

AL-RASHID TUYAC ISMAEL

SAN JOSE ROAD, SALIWASAN, ZAMBOANGA CITY ZAMBOANGA DEL SUR, REGION 9 (ZAMBOANGA PENINSULA)

is valid from 8 March 2017 to 8 March 2022 subject to continuing compliance with the above-mentioned laws and all applicable laws of the Philippines, unless voluntarily cancelled.

In testimony whereof, I hereby sign this

**Certificate of
Business Name Registration**

and issue the same on this 8th day of March 2017 in the Philippines.

Ramon M. Lopez
RAMON M. LOPEZ
Secretary

Certificate No. 04622096

This certificate is not a license to engage in any kind of business and valid only at the scope indicated herein.

Department of Trade and Industry (DTI)

TRM 794915



Linking Youth to Employment and Livelihood Opportunities. MYDev's strategy to link youth to employment and livelihood opportunities over the years can be described in the following 3 categories: Public sector support, Private sector partnership, and EDC-Led post training programs.

Public Sector Support: Community Level Support through Youth Development Alliances. In the early stage of MYDev program, building the foundation for post training support was EDC's initial approach to raise awareness on how the public sector like the barangay and municipal LGUs, DepEd and TESDA and other stakeholder groups could work together to address OSY needs ranging from education and training to post training intervention. In the first year of the project, Municipal/City and barangay orientations were conducted in all of 8 MYDev original project sites to build local leadership and ownership of OSY programs thru MYDev. In these orientations, public sector agencies like TESDA, DepEd, DOLE, DTI and LGUs presented their respective programs for self-employment and livelihood that are available for OSY and expressed their commitment to work together to support the needs of OSY. With the formal organization of OSYDAs, later re-named YDAs, it gave more focus on the creation of OSY bridging opportunities from training to entrepreneurship and work opportunities and continuing training and education thru strengthening partnership within its members as key providers of post training support.



More diversified and intensified public sector support. As the OSYDA expanded and members became more active, it engaged local community stakeholders, LGUs and service providers which created wider range of post training interventions such as provision of tools and equipment, materials and supplies, participation in Job Fair and Trade Fair, entrepreneurship programs, access to further training and scholarships and even financial start-up capital for entrepreneurial activities of youth completers. Notable to mention DOLE's initiative to register MYDev youth group of completers as legal youth associations to prepare them to access technical and financial and livelihood assistance from government and private agencies and institutions.



Another significant public sector contribution to further support OSY who are into the livelihood and business track, was the OSYDA, through DTI, opening opportunities for OSY to participate in entrepreneurship and other business development programs in the agency's Negosyo Centers in MYDev sites. More MYDev youth benefited from livelihood coaching conducted in partnership with DTI's Negosyo Center, DOLE and the Department of Agriculture. MYDev service providers also made concerted efforts to link with their local partners to facilitate MYDev youth's access to livelihood support including seed capital, start-up materials and equipment, and assistance in obtaining business registrations and permits.



FY 2016 and FY 2017 saw continued and intensified post training program support initiatives to completers and youth network activities. Post training activities became broader and more diversified which included employment facilitation and referrals through job fairs, and summer job opportunities through DOLE's Government Internship Program (GIP) and Tulong Panghanapbuhay sa Ating Disadvantaged (TUPAD) Program, continuing training and education through TESDA scholarship, participation in trade fairs and entrepreneurial programs activities with the DTI's Negosyo Centers.

The YDA mechanism continues to work well in facilitating linkages with government agencies for MYDev youth's access to employment and livelihood assistance to include further technical skills upgrading, enhancement and supplemental trainings, and higher level training or education.

Keeping the faith

In 2015, Fauziya Lagmay, an out-of school youth from Jolo who got married at age 15, enrolled in MYDev and completed the Alternative Learning System or ALS program, passed the A&E examination and earned a full scholarship at the Sulu College of Technology.

During school breaks, she enrolled in a technical skills program and completed and received certification from TESDA Bread and Pastry NCII. She is now 26 years old and a 3rd year Education college student together with some of the MYDev ALS completers who also passed the A&E.

She became a youth leader and OSY representative in Jolo YDA since 2016 and continues to be deeply involved in organizing various youth network activities and outreach programs.

"I am very thankful to MYDev because it helped me continue my dreams to go to school again and among eight of my siblings, I was the only one who stepped into college. And with the help of Allah, I will graduate soon, then I am the only one from the family who will earn a degree", said Fau in her testimonial during the youth summit held in February 2019 in Davao City.



Private Sector as a Key Partner: Private sector partnerships started by the program and implementing partners and transitioned to YDAs.

Private sector engagement was initially mobilized by EDC project staff and implementing partners through their designated employment point-persons who conducted direct coordination and negotiation and facilitated formal agreements on post training services for youth with local businesses and companies. The initiative to involve private sector then transitioned into the hands of YDAs which, once established and operational, took the lead in connecting completers to employers and livelihood opportunities through job referrals, pre-employment seminars and organizing job fairs for youth program completers.

Strengthened and Deepened Private sector support. Post training assistance among MYDev youth was further strengthened and deepened in 2018 by engaging both public and private sectors in providing opportunities for internships, on-the-job training including new coaching and mentoring activities. To strengthen the process, MYDev appointed a Private Sector Engagement Specialist to scale up activities on the private sector engagement through valuable information from employers and stakeholders on the systems and mechanisms in place, best practices, employment opportunities for the youth, and relevant entrepreneurship programs for young people.

Advancing youth employability and earning an income was one of MYDev's key focus for FY19 with strengthened partnerships with private sectors to broaden post training services for livelihood coaching, livelihood facilitation, employment matching and placement. These efforts commenced with staff mapping local businesses, engaging the local private sector to identify opportunities, and obtaining their formal commitment to employ youth, all of which was tracked by MYDev's Private Sector Engagement Specialist.

Examples of post training assistance among youth facilitated by the YDAs:

BLGUs and other partner institutions in Zamboanga City sponsored the enrollment of A&E passers in tertiary education at a local college.

Mindanao Institute of Technology (MIT) provided full scholarships to A&E passers in Jolo and Indanan, Sulu, who enrolled in degree programs in Education and Social Work and other skills programs for multi-skilling.

LGU and YDA members in other sites like Parang, Isabela, and Lamitan also helped bridge ALS completers to continuing education by providing material and financial support.

EDC-Led Livelihood and Employment Support Initiatives. In parallel to the public and private sector support described above, MYDev implemented a wide range of post-training interventions that were led by EDC in order to boost support, test new initiatives, and model good practices to encourage public and private partners to pick them up over the years.

Tools for youth to put their acquired skills into practice. The provision of basic tools and jigs to completers with TESDA national certification was a strategy adopted by MYDev in 2014 to ensure that OSY completers were motivated to start up their own small businesses, or encouraged to engage in income generating activities using their acquired skills competencies. To access grants and assistance from government agencies like DOLE, EDC staff and implementing partners facilitated the registration of youth group of MYDev completers.

Training-for-work Arrangements through Emerging Skills Trainings (EST) to respond to private sector demand. The launching of EST programs as MYDev's innovation in 2015 provided more livelihood opportunities for OSYs in the communities. These non-TESDA programs were market demand-driven short duration programs and packaged with the provision of tools, equipment, materials and supplies for immediate engagement of youth in micro-scale businesses or livelihood. In some sites, the LGUs provided financial and material counterparts to help OSY groups set up their small enterprise. The EST programs also became an avenue for training-for-work arrangements with local businesses and private sector institutions to link OSY to more work opportunities available in big commercial establishments, local shopping malls, manufacturing industries and services which were in demand in urban project sites of Zamboanga and Cotabato cities.



Employer gives OSY a chance for a better life



Gerald Alantaol, a 22-year-old college drop-out from Zamboanga City, is full of smiles after being offered a job as a waiter at the Pahali Hotel and Restaurant, a brand new hotel in Zamboanga. Gerald completed a three-month MYDev-funded food and beverage skills training course and passed the TESDA National Certification Level II (NC II) assessment for food and beverage.

This experience was transformational for both Gerald and his entire family. Gerald's 60 year-old father, Al, an ice cream vendor and widower, pushes a rented ice cream cart each day to support Gerald and his two younger siblings. He encouraged Gerald to enroll in the food and beverage course organized by ZABIDA, a local NGO and MYDev service provider.

Now that Gerald is employed, the daily family income has doubled and Gerald is happy to contribute to the family's well-being. Ms. Florie May Perez, manager of the Pahali Hotel and Restaurant, said that she hired Gerald because of his excellent work attitude, flexibility and multiple skills and competencies gained from MYDev. Gerald had been referred to her as a potential new recruit by EDC as part of its post-training support program. She said she was willing to hire a former out-of school youth as a humanitarian commitment to give employment opportunities to those who really want to work.

"Don't lose hope because there are still employers who are willing to give OSYs a chance as long as you have employable skills and a good work attitude," said Gerald as advice to other OSYs.



Members of the Cotabato City MYDev Youth Network provide assistance to job seekers during a job fair held at the Cotabato City Hall.

In Cotabato City for example, private commercial establishments and malls thru the Chamber of Commerce and Industry requested MYDev to train packers/baggers, sales clerk, and cashiers to supply their labor requirements. In Zamboanga City, EDC staff facilitated a training-for-work arrangement with Permex, a fish canning factory, to train youth on life skills for its canning production lines.

Youth development grants for economic productivity and social engagement.

Complementing the EST programs, MYDev's youth development grants (YDGs) was introduced in August of 2016 to further develop the social engagement and economic productivity of OSY groups in their communities. Youth groups were pre-qualified and selected to implement their proposed livelihood or community service projects to respond to community needs and local economic opportunities. YDG group-recipients were awarded with Php 23,000 MYDev funds, with counterparts from local barangay and municipal/city governments and national government agencies.

Livelihood coaching to support new and growing entrepreneurs.

EDC also initiated livelihood coaching and employment facilitation support for MYDev Alumni or previous completers to support their employability and productivity. For this purpose, the project in partnership with DTI, DA and DOLE conducted livelihood/business coaching activities that enabled youth program completers to establish or engage in income-generating activities. Livelihood coaching involves a series of interventions which includes basic entrepreneurship training; launching/starting a business; facilitating access to training, technical support, financial and other resources to start up; and developing and sustaining youth or youth group's livelihood or business ventures.

Business owner mentors MYDev youth

As part of MYDev's strategy to deepen private sector involvement, the project established strong linkages with local business owners such as the Buildright Hardware in Cotabato City. Ms. Fatima Elijah Basar, the CEO of the company is fueled by a passion to make a difference in the lives of Muslim Bangsamoro youth in the city. Historically, she says, there have been limited opportunities for Bangsamoro youth due to discrimination.

This has led to some Muslim OSYs to give up and resign themselves to idleness, and social evils. She, therefore, believes that it is her social responsibility to provide on-the-job training, mentoring and employment opportunities to Muslim youth and nurture a sense of direction, hope, and professionalism.

One former OSY who benefitted from the mentoring and coaching provided at Buildright Hardware is 18-year-old Marissa Mansol. Marissa, a first year college drop-out, joined a MYDev Emerging Skills Training (EST) course on cashiering provided by Coland Systems and Technology Inc. As a MYDev graduate, she was given priority attention by Buildright Hardware. She successfully completed a five-day OJT and was offered a two-month probationary contract in the Administrative Section. During her job mentoring period, Marissa was rewarded with new responsibilities, first in stock management and later as a cashier. In each new assignment, Marissa drew inspiration from the on-the-job learning opportunities facilitated by supportive coaching and mentoring from her supervisors and the CEO.

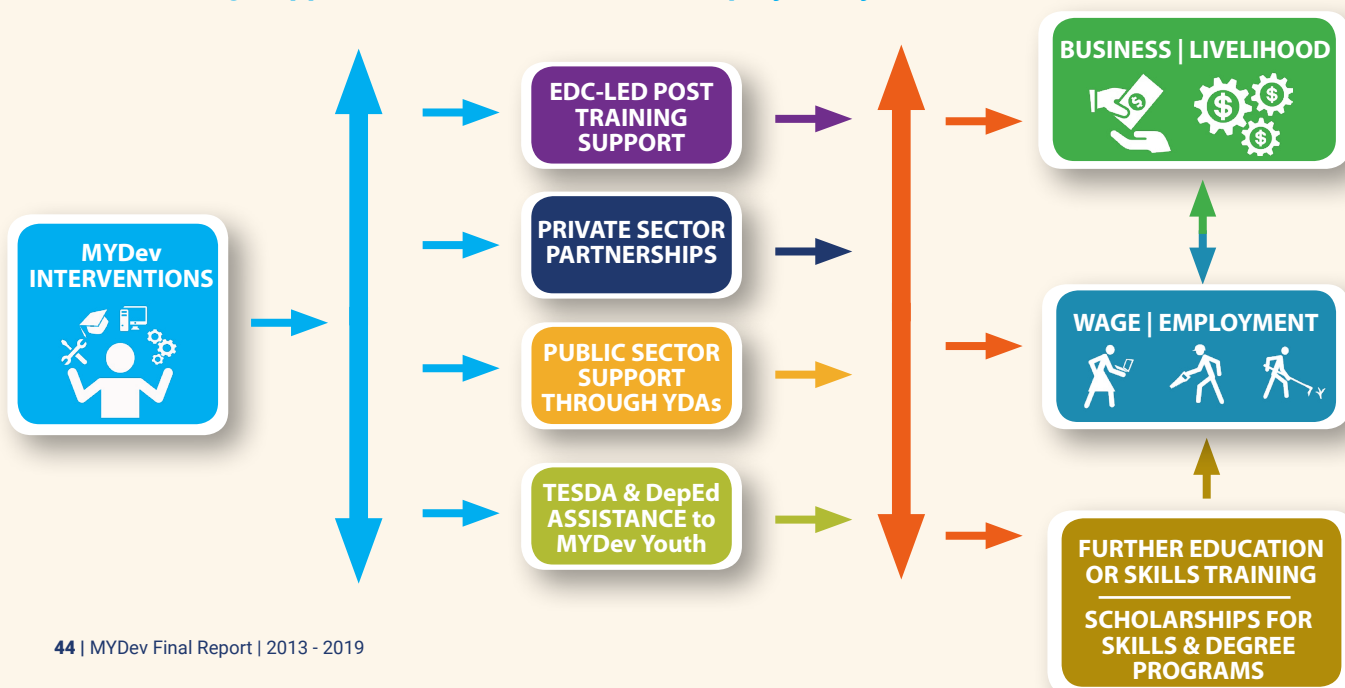


Support to Basic documentation for employment seeking. MYDev also provided support for the preparation of documentary requirements (such as birth certificates, NBI and police clearances, medical certificates, etc) of youth completers applying for available local jobs/work. EDC Youth Development Coordinators provided these services to MYDev completers, one-on-one or in small groups, in all 11 sites.

A peer-to-peer support system for youth to gain ownership of their own search for work opportunities. These initiatives were complemented by the launching of EDC's Work-Based Learning (WBL), a youth-driven group and peer coaching approach that provides youth with support and guidance to transition into employment and livelihood activities. This model promotes increased goal-setting and self-reliance, providing youth with skills and group support to make positive decisions about employment and livelihoods. Youth experience and lead their own process of real-life exposure to work seeking, job interviewing and shadowing, as well as small business and formal job exposure. During MYDev's extension period, youth facilitators were trained as peer coaches to roll-out WBL and reach youth program completers in 6 project sites. These peer coaches guided MYDev youth completers, over a period of 6 weeks, to engage in locally available work-based learning activities in their sites. This WBL intervention yielded positive results in a short amount of time, as shown by the following examples:

1. Mark Huries Alquizar, 18 years old youth from Iligan City, completer of Bread & Pastry training in February 2019, got hired after he conducted Informational Interview and Job Observation at BBUQ Restaurant.
2. Marianne Belgica, 20 years old from Jolo, Sulu, completer of Cookery NC II in 2018 joined WBL sessions and conducted job observation in McMickey Restaurant was eventually hired after 2 days.
3. Salip Rosna Mawan, 24 years old, a graduate of Bread & Pastry training in Indanan, Sulu went on a job shadowing in a small halo-halo store and later borrowed some money from relatives to start her own halo-halo business.
4. Princess Ajahannie Alysa Dagadas, 24 years old and a completer of Driving NC II course is one of the WBL youth participants in Cotabato City who was hired as office staff after she participated in an informational interview and job shadowing at the Provincial Environment and Natural Resources Office in the city. Her initial monthly salary was around Php 13,000.

Post Training Support to Youth Education & Employability Tracks



MYDev youth from across Mindanao participate in a training on EDC's Work-Based Learning held in Davao City in December 2018.



ELEMENTS OF SUCCESS AND LESSONS LEARNED

A valuable lesson learned from implementation is to continue to walk with youth as they embark on their journey to the real world of work in a conflict –affected and economically challenging landscape even after they complete their training program. As stated, transforming young people from being out of school to being employable and productive individuals requires that they not only have the necessary technical and life skills and basic education competencies. They should also have a supportive environment that facilitates their access to services, and work and continuing education opportunities. As shown by impact assessment results, targets for youth gaining new and better employment were reached. Below are key elements or factors that may have contributed to this achievement:

1. Wide array of skills training offering based on a labor market analysis equipped youth with relevant skills and enabled them to take advantage of livelihood and employment opportunities. In addition to TESDA skills training, MYDev offered short-term skills training courses to respond to immediate human resources needs of local businesses, or that required minimal start up materials for individual or group livelihoods. This experience signals that training providers must endeavor to register local jobs-directed short-term courses under TESDA's No-Training Regulation (NTR) process and make it as a regular offering for youth to access at any given time where current employment demand is high or work/livelihood opportunities are emerging.
2. Coupling tech-voc skills with work readiness skills helped youth become more adaptable to navigate through changing work environments. Notwithstanding that they were once out-of-school, youth's positive attitudes and confidence have given them a competitive advantage and likelihood of being hired, or to advance to positions with greater responsibilities.
3. MYDev's multiple strategies to link youth to employment, livelihood opportunities, higher level training or continuing education responded to young people's natural inclination to explore varied trajectories or multiple pathways to achieve their goals, as illustrated in the stories of outstanding youth leaders. The positive outcomes from youth participation in post-training activities such as job fairs and job referrals, business coaching, work-based learning activities, and access to scholarships for continuing education underscore the importance of including these strategies in the program package for youth workforce development programs.
4. Synergies among youth-serving agencies and organizations that accompanied youth along multiple tracks also proved to be a critical success factor. Active involvement of the private and public sectors through the YDA mechanism not only bridged youth to employment and livelihood opportunities, higher level training and continuing education effectively, but also contributed to the higher goal of the program to improve services delivery to youth, thereby fostering positive perceptions among youth and key stakeholders.

MYDev's legacy of the MYDev Life Skills approach and curriculum was a journey that started with a commitment to equipping out-of-school youth in Mindanao with the necessary skills to be productive and engaged members of their communities. During MYDev's six years of implementation, the Life Skills curriculum was adapted for the Philippines context and served over 25,719 youth in Mindanao. Positive results such as improved scores in the A&E test, youth's increased positive engagement in communities and in the workplace, as expressed by youth, local leaders, and private sector, led neighboring regions to support the expansion of MYDev Life Skills beyond MYDev project sites. This caught national-level attention in DepEd ALS and TESDA national during a critical time when grades 11 & 12 were introduced and when 21st century skills became a priority in the Philippines and the region. Thus, DepEd ALS and TESDA committed to supporting the institutionalization of MYDev Life Skills nationwide. In the final phase of the project, MYDev's sustainability plan included building the capacity of DepEd and TESDA Instructional Managers and Trainers to integrate the Life Skills into their programs on a regional level and advising on scale-up strategies, which resulted in the integration of Life Skills into the new version of ALS training to roll-out nationwide and in a mainstreamed foundational course for TESDA offerings in several regions.

A global youth-centered innovation brought to the Philippines

Local validation from the onset. EDC's previous work in the Philippines revealed that ALS courses and technical/vocational skills were valuable but did not sufficiently provide vulnerable youth with the skills they needed to succeed and become a positive contributor to their communities. In 2013, MYDev brought together ALS and TESDA trainers/facilitators and regional representatives as well as representatives of the private sector for a Mapping Exercise and Validation of Materials. The purpose was to identify ways to address the skills that youth need to thrive in their communities by avoiding duplication with existing offerings by ALS and TESDA and instead, seek complementarity. A few locally available training materials and packages were reviewed to assess their suitability to the context and youth's needs as expressed by ALS, TESDA, and private sector. Results showed that:

- Locally available materials addressed 'soft skills', but only a sub-set of skills. One curriculum included leadership and participation, while another included CVs writing and communication skills. No single material offered a comprehensive package.
- Locally available materials did not offer detailed pedagogical guidance for trainers to follow a fully participatory and youth-centered approach.
- There was limited flexibility in adapting or enhancing locally available materials for the project and target population.
- ALS And TESDA addressed some of the soft skills as embedded in their curricula, but did not offer a common foundation to all participants in a purposeful fashion.

ALS, TESDA, private sector representatives validated EDC's global Work Ready Now Approach and curriculum and gave it the local name of MYDev Life Skills. They confirmed the relevance of this curriculum because:

- It has a positive track record globally, having been tested and improved for over a decade, for use in 25 countries, in 19 languages with in and out of school populations of various ages.
- It is comprehensive, yet, also flexible and could be adapted to meet the needs of out-of-school populations and complement ALS and TESDA offerings, avoiding duplication.
- It offers transferable skills that enable youth to navigate the economy and society rather than being siloed in just one field or track.
- It builds on existing knowledge and skills of youth through active learning, using an assets-based and participatory approach.



LEGACY of MYDev Life Skills



A technically sound process: Contextualization, learning, enhancement, and responsiveness. The evolution of the Life Skills curriculum in the Philippines resulted in a locally relevant and tested approach and materials that benefit youth with various interests and backgrounds. This evolution included the following:

ADAPTATION AND CONTEXTUALIZATION

Conducted adaptations during the first 6 months with input from TESDA trainers, ALS facilitators, youth, and curriculum specialists. This included adapting content and training approaches to the local context as well as developing a new module on civic engagement.



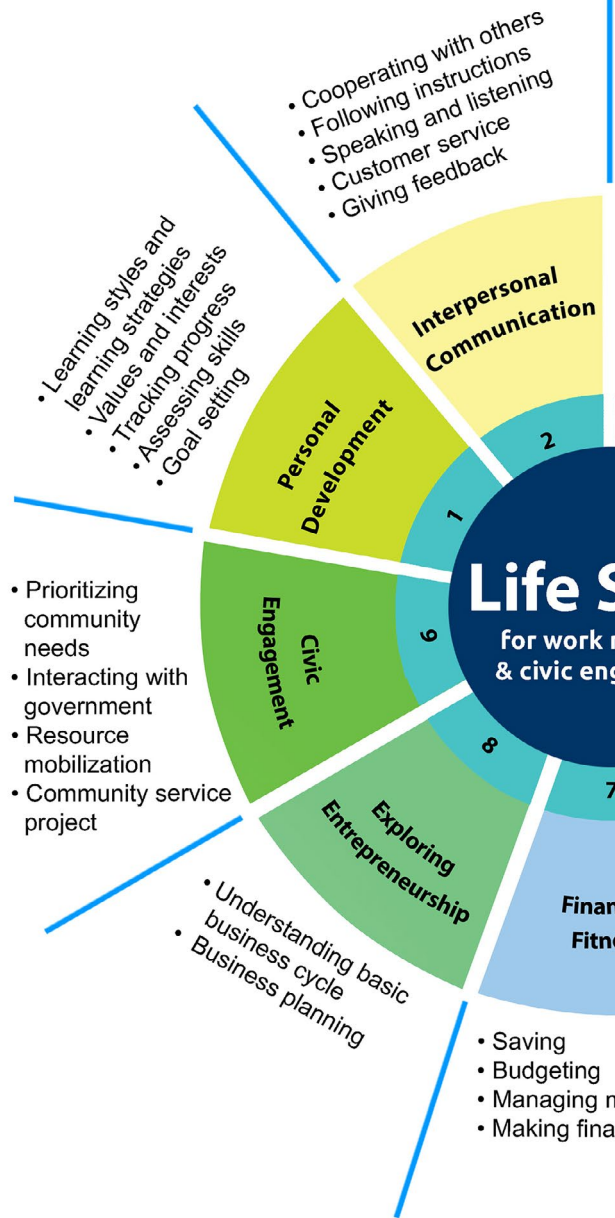
CAPACITY BUILDING

Started with training 24 LS Facilitators from across service providers including DepEd and TESDA, through a 5-day Training of Trainers (TOT) in the first year of the project, followed by 8 TOTs, Refresher and Enhancement Trainings in subsequent years, and regular monitoring visits to coach trainers to improve facilitation.



COLLABORATING, LEARNING, AND ADAPTING STRATEGIES

Rolled out and revised the approach and materials during the first two years. After rolling out the curriculum for two full cycles in all eight project sites, MYDev with SEAMEO INNOTECH conducted a technical review of the methodology and materials with LS Facilitators and youth. The review looked at achievements, challenges, innovation, lessons learned, competency gaps, training needs, outstanding issues, and recommendations to assess 6 dimensions: learning program design, learning process, materials, assessment, capacity of implementors, support systems.

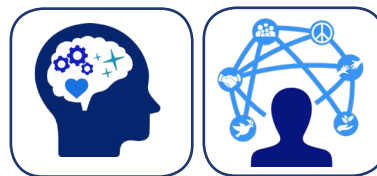




This comprehensive review revealed the main strengths and enhancement opportunities of the Life Skills curriculum and delivery. Some strengths identified included the active learning strategies, detailed step-by-step guide for facilitators including tips for low literacy learners, and the comprehensive and interactive training of life skills facilitators. Enhancements made included:

- Expanded curriculum (from 80 to 100 hours) for more application of skills and to allow flexibility for service providers to expand on some topics.
- Added learning assessments.
- Added flexibility in its delivery to better fit with ALS and TESDA offerings and youth's schedules.

As an intervention for youth affected by the Marawi crisis which happened in 2017, EDC developed two Foundations of Resilience curriculum modules in 2018 to support youth as they navigate the challenges posed by violent extremist actions in their communities. The first training module (FoR1) is designed for the youth to identify and strengthen positive coping skills and understand how they can develop positive thought processes and react appropriately to events which are out of their control.



The second training module (FoR2) provides information and activities

to better understand violent extremism in their communities, activities to practice thinking processes to identify cause and effect of given actions, and activities to recognize and strengthen their social support system. This curriculum was developed with EDC's co-design approach with local stakeholders particularly due to the natural sensitivity of the content. These modules formed part of the expanded MYDev life skills curriculum package offered through implementing partners during MYDev's extension period. FoR 2 trainings were also made available to youth completers of MYDev programs in the previous years.



“The chamber itself had hired graduates from MYDev skills programs and is very happy with their level of skills, work attitude and work performance.”

MS. BAI SANDRA SIANG
President of Cotabato
City Muslim Chamber of
Commerce

“Our OSY employees have a great desire to learn. They work hard and are committed to being successful employees. Given this positive attitude, we are willing to be flexible when it comes to their work hours so they can continue studying while working.”

MR. JONALD MACROHON
Owner of Chowtime Cuisine
in Zamboanga City

The Scale-up started organically. The expansion of Life Skills beyond MYDev sites and the commitment of DepEd ALS and TESDA to scale it up by integrating it in their training delivery systems was the result of a combination of factors, which MYDev nurtured and facilitated:

- **Close collaboration with DepEd ALS and TESDA from the onset and throughout the 6 years** served as the foundation. MYDev started at a local or district level and quickly engaged stakeholders at the division and regional levels. Over time, it gained the trust and support at the national level.
- **Positive results served as the test of what proved to be an effective intervention.** MYDev graduates often speak of Life Skills as the most meaningful intervention in MYDev. And, the best testament is the achievement of many MYDev participants who were hired, pursued their own businesses, or continued education and obtained college degrees, and directly attribute their success to the Life Skills program. Employers’ perceptions and testimonies also confirm that MYDev graduates have a different and desirable set of skills to perform well at work compared to other young employees, as attested by the testimonials featured in this page.
- **Visibility and exposure of youth playing positive roles in their communities** through the Youth Network activities such as the community service projects and resiliency activities, helped combat negative stigma of out-of-school or vulnerable youth. While increasing visibility of youth, this also increased visibility of the power and impact of the Life Skills intervention.

As a result, MYDev Life Skills picked up interest with stakeholders from other regions reaching out to MYDev to expand it in more areas. MYDev supported this emerging interest as the initial steps towards institutionalization, by building the capacity of new Life Skills facilitators based on demand and eventually training a total of 98 ALS core trainers in 15 regions and 60 TESDA trainers in the last year of the project alone.

Moving from organic interest to purposeful institutionalization of 21st century skills. As MYDev Life Skills impact was gaining recognition, SEAMEO INNOTECH played a critical role in linking MYDev Life Skills with the revised version of DepEd ALS K-12. Meanwhile, MYDev and TESDA worked to align MYDev Life Skills with the 21st century skills, to support the Philippines’ commitment to align the national qualification framework with the ASEAN qualification reference framework. . As interest increased and reached national levels, DepEd ALS and TESDA’s vision of adopting MYDev Life Skills at a national level was further strengthened by the requirements in 2017 to meet national goals to address 21st century skills and develop a competitive human resource as well as the integration of the 21st century skills in grades 11 and 12. MYDev responded by transitioning from an organic to a more purposeful approach to scale-up and institutionalization of MYDev Life Skills. Recognizing that each institution had the same vision but a different approach to institutionalization, MYDev:

- Provided differentiated yet consistent support. Coordination and strategic sessions to see how best to integrate MYDev Life Skills into the revised ALS K-12 curriculum, and to map the skills and content of MYDev Life Skills to 21st century skills that TESDA is committed to.
- Helped build DepEd and TESDA’s internal capacity, by training Master Trainers and officials at different levels, who will help ensure expansion and quality as they use Life Skills nationwide.
- Co-developed and socialized quality assurance steps for DepEd ALS and TESDA.



“TESDA is more than glad in partnering with USAID in the implementation of MYDev Program. The implementation of the program

provided us with the platform to reach out to vulnerable youth of Mindanao with technical and vocational skills to help them become better individuals. The MYDev Life Skills modules were incorporated together with the 21st Century Skills competencies in the curriculum of TESDA.”

Rosanna A. Urdaneta
TESDA Deputy Director General
(Manila, May 3, 2019)

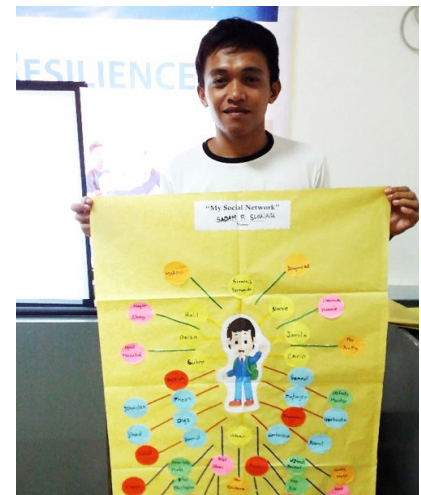


“We saw the nine modules and it starts with Personal Development. Hearing about the results of how it has impacted the lives of the youth, how it has motivated them to go back to school and take the program. From there, we decided to adopt it at the national level. We need to start with those modules before we start to teach them how to read, to write, to count, problem solving, critical analysis.”

G.H. Ambat
DepEd ALS Assistant Secretary
(Manila, May 3, 2019)

TESDA and DepEd ALS’ full commitment to and ownership of Life Skills Training and Approach. The above process led to DepEd ALS and TESDA’s full commitment and ownership of the institutionalization process. The newly built internal capacity resulted in a multiplier effect by which, at the time of writing this report, DepEd ALS had already trained 1,968 ALS facilitators in all regions in preparation for the national roll-out of the new ALS training paired with Life Skills later this year. Similarly, TESDA is taking a region-by-region approach to scale up and adopt Life Skills together with its regular training offerings.

MYDev Life Skills materials and approach was officially handed over to DepEd ALS and TESDA on May 3, 2019, maintaining the name of Life Skills. The statements of commitment given by DepEd and TESDA about the institutionalization of MYDev Life Skills for use nationwide, speak of its relevance and promise in the Philippines and of the instrumental role played by MYDev in achieving this in the past 6 years.



ELEMENTS OF SUCCESS AND LESSONS LEARNED

Institutionalization of Life Skills is a positive outcome and legacy of the program that was possible due to the following elements:

1. Starting small and growing over time. The initial adaptation and delivery of the Life Skills curriculum and approach was for project purposes only. Over time, positive results caught the attention of other regions and eventually the national level and it was then, when the project addressed scale up.
2. Results that speak to the value of the materials and approach. For an approach to be adopted, it first has to show positive results. In the case of the Life Skills training, impact evaluations and anecdotal evidence from youth, community members and employers confirmed that the training was preparing youth to be productive, engaging, and resilient.
3. Strategic partnerships to champion life skills scale up. SEAMEO INNOTECH as program partner communicated, advocated, and positioned Life Skills with DepEd ALS at the national level. Close collaboration with SEAMEO INNOTECH was instrumental for the positioning of the Life Skills materials and approach within DepEd ALS and the timely introduction of this curriculum in the revision and roll-out of the new ALS K-12 offerings. Similarly, initial collaboration with TESDA in Regions 9 and 11 paved the way for the national training of TESDA trainers through the TESDA National Technical Training Academy under the Office of the TESDA Deputy Director General.

MYDev continually monitored, evaluated, and reported MYDev's accomplishments through program outcomes and outputs, conducted impact and performance evaluations to determine the program's influence on youth outcomes, and carried out special studies to contribute to the knowledge of emerging areas and to inform future youth programming.

An Adaptable MEL Approach

MEL Plan. Recognizing the evolving nature of youth development field, MYDev adapted its MEL Plan to respond to program needs and context. It designed and implemented two (2) MEL Plans over the course of the six years (2013-2019). The first MEL plan was approved on November 30, 2013 by USAID, with revisions approved in 2017. And, in response to the program extension in 2018, a new MEL plan was in effect by July 2018.

Results Framework. MYDev's results framework captured the program's Theory of Change (ToC), contributing to USAID-Philippines' Development Objective 2: improving peace and stability in the conflict affected areas in Mindanao. The results framework emphasized two intermediate results: IR1: Local Governance Strengthened in Delivering OSY Services and IR2: Out-of-School Youth Engagement for Peace and Development Increased.

In response to the program extension, the results framework was enhanced with a revised Theory of Change emphasizing the development of resilient, productive and engaged youth as a means to decrease the risk of youth's involvement with violent extremist groups and, consequently, promote peace and stability in Mindanao.

MEL and Information Management Systems. MYDev's MEL System was developed in 2014 and refined each year in response to program needs in order to provide timely high-quality data and analysis on progress towards achieving results. To monitor and evaluate progress on key outputs and outcomes throughout the program, MYDev collected data from various sources: youth, YDA members, and Youth Alumni Networks (Figure 10). Since 2015, the data generated from the MEL system guided the project management, implementing partners, and other stakeholders to continuously improve program implementation and achieve the expected results. Data Quality Assessments conducted by USAID-AOR in earlier years of the program contributed to continuous enhancement of MYDev's MEL system.

To further ensure that MEL data was used in real-time to improve program implementation and management, MYDev established two dashboards. An internal and a MYDev public dashboard, which uses interactivity, maps, and dynamic graphics to share live data more broadly: <http://www.dashboard.mydev-edc.org/Home/index.php>

MEL System Strengthening. Over the course of the program, MYDev conducted various skills training to individuals and groups involved in data collection and encoding activities. Furthermore, the MEL team participated in various trainings to enhance the capacity of its members over the course of the program. These include USAID Gender Mainstreaming Training in August 2014, USAID Complexity-Aware Monitoring Training in August 2018 and USAID Cognitive Interviewing Tool and Field Work on USAID's Youth Employment Survey Tool in September 2018.

Gender Integration. MYDev has integrated gender throughout program implementation and management. At the outset of the program, all MYDev staff were trained on Gender Development and Mainstreaming in August 2014 by USAID. This was followed by an in-house gender integration training conducted in August 2018. The MEL team further supported gender integration and helped build the capacity of its implementing partners by facilitating a Gender Inclusivity Session during each Service Provider Orientation (2014-2019).



MEASURING MYDev program



MEL Results Frameworks

Figure 1: MYDev 5-year Program | Original Results Framework

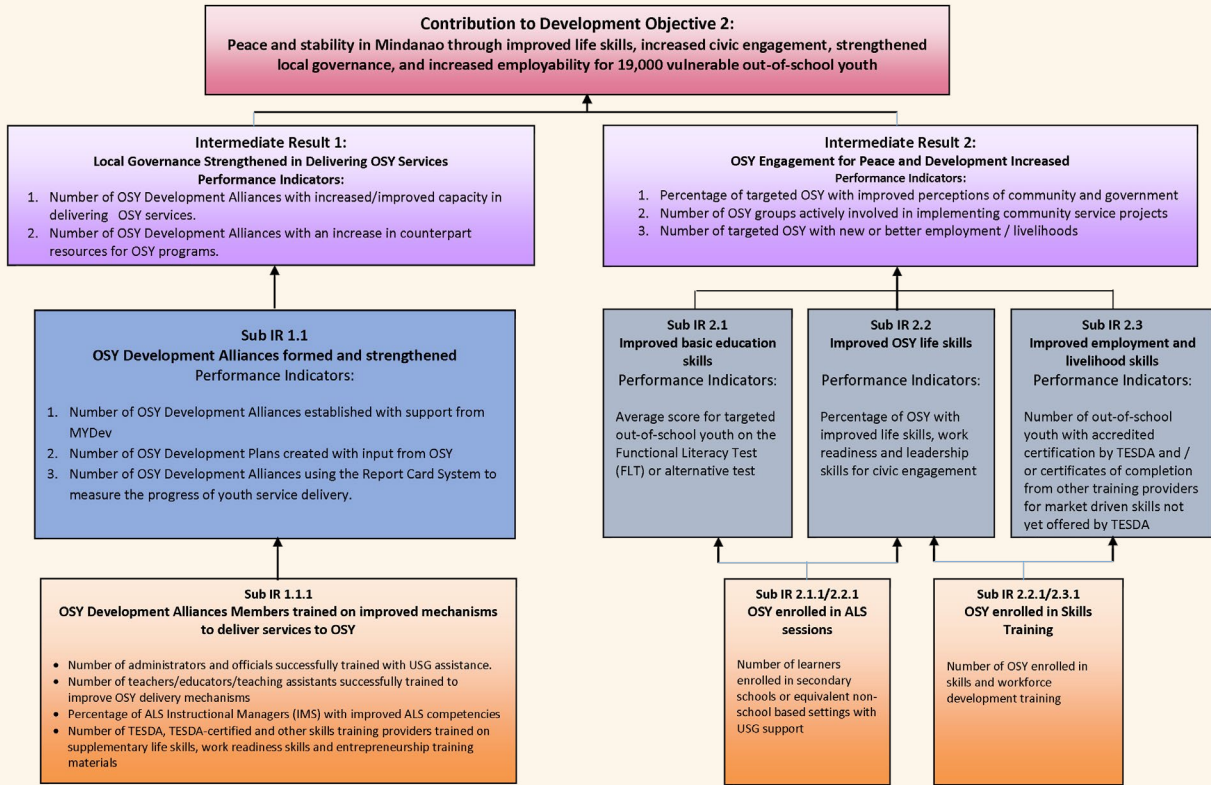


Figure 2: MYDev 5-year Program | Extension Results Framework

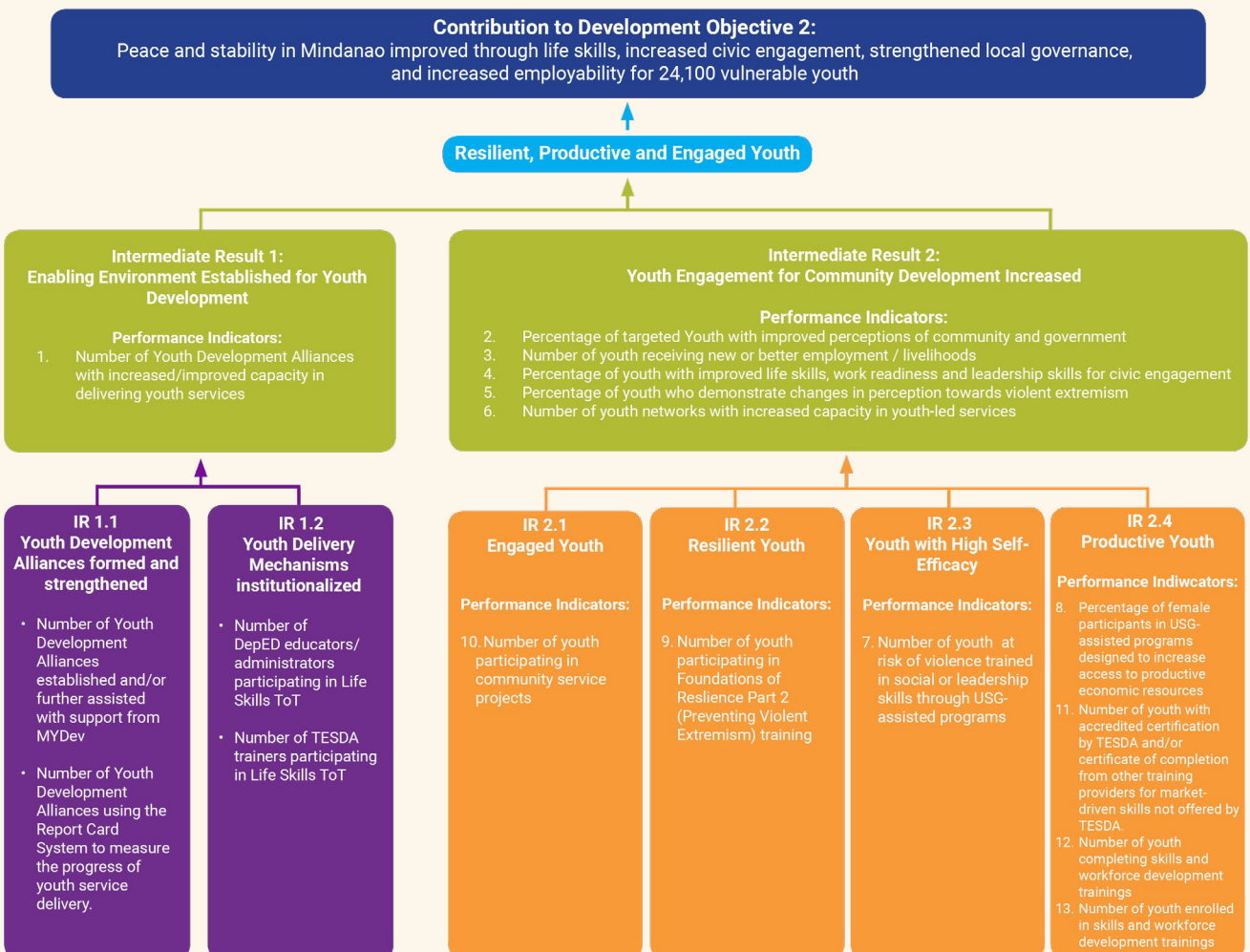
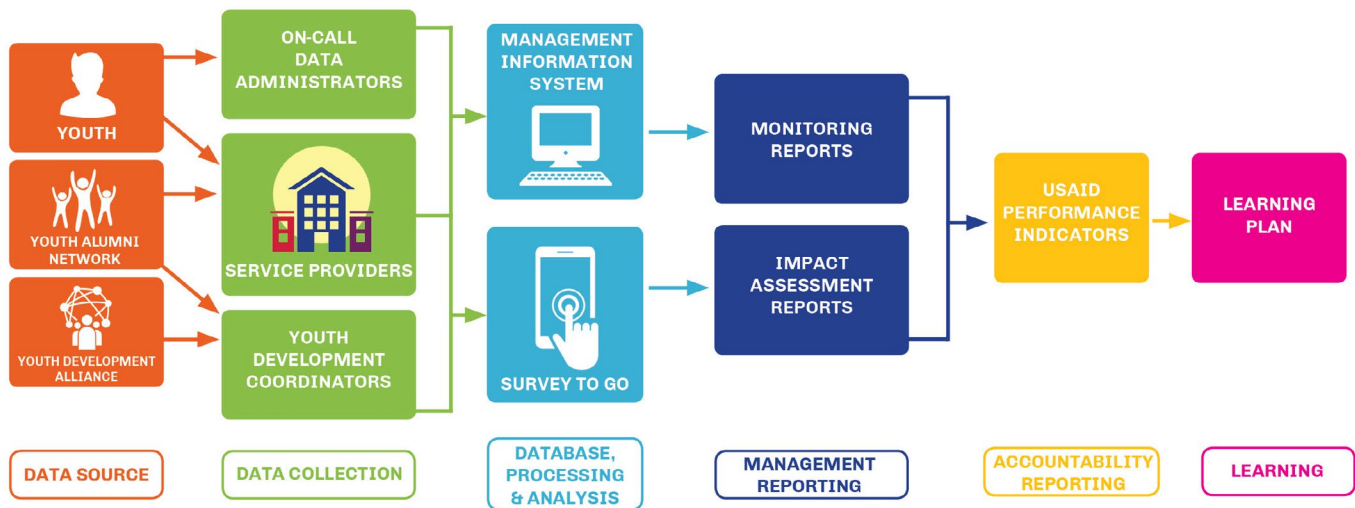




Figure 3: MYDev's MEL System



Program Accomplishments

MYDev Indicators. Performance indicators, used to report on outcomes and outputs, also evolved over the years.

Indicators for the Original Program included nineteen (19) performance indicators, plus two (2) additional USAID FACTS indicator on youth and gender added in FY 2017, making a total of 21 performance indicators.

Indicators for the Program Extension were streamlined to thirteen (13) by retaining nine (9) of the original performance indicators and adding four (4) new indicators related to the extension's focus on violence, resulting in a total of thirteen (13) indicators for period June 2018 to May 2019.

As a result, over the life of the program, MYDev reported on 25 different indicators. These include five USAID F-indicators and 20 custom-indicators for the program.



The table below highlights the aggregate Life-of-Project accomplishments. MYDev successfully met and exceeded program targets for almost all indicators, and in many cases by more than 140%. Shaded cells (grey) indicate that such indicator did not apply to that time period.

Table 1: Indicators (Original and Extension).

No	Performance Indicators	Original Program (FY14 to FY18)			Program Extension (FY18 to FY19)			Life of Project (FY14 to FY19)		
		Target	Accomplishments	%	Target	Accomplishments	%	Target	Accomplishments	%
Intermediate Result 1: Improved Local Governance Strengthened in delivering OSY services										
1	Number of Youth Development Alliances with increased/improved capacity in delivering Youth services	6	8	133%	10	11	110%	10 ^a	11	110%
2	OSYDA with an increase in counterpart resources for OSY programs. (10%)	6	8	133%	-	3 ^b	0	6	11	183%
3	OSYDA established and trained with support from MYDev.	8	8	100%	-	3 ^c	-	8	11	138%
4	OSY Development Plans created and updated with inputs from OSY.	8	8	100%	-	3 ^d	-	8	11	138%
5	OSYDA using the Report Card System to measure the progress of OSY service delivery.	8	8	100%	-	3 ^e	-	8	11	138%
6	Number of education administrators and officials who complete professional development activities with USG assistance (F-indicator)	125 ^f	128	102%	-	267 ^g	-	125	395	316%
7	Teachers/educators/teaching assistants successfully trained	175	175	100%	-	194 ^h	-	175 ⁱ	369	211%
8	ALS Instructional Managers (IMs) with improved ALS competencies	75%	56% (76%) ^j	75%				75%	56% (76%)	75% (100%)
9	TESDA, TESDA-certified and other skills training providers trained on supplementary life skills, work readiness skills and entrepreneurship training materials	16	25	156%				16	27	169%
Intermediate Result 2: OSY Engagement for Community Development Increased										
10	Percentage of targeted youth with improved perceptions of community and government	50% ^k	68.7 %	138%	50%	77%	154%	50%	70.1%	140%
11	OSY groups actively involved in implementing community service projects	64	64	100%				64	64	100%
12	Percentage of targeted youth receiving new or better employment/livelihood (F-indicator EG 6-1)	2,400	3,690	139%	816	948	116%	3,216	4,638	133%
13	Increase in the Functional Literacy Test (FLT) or alternative test	10%	29.1 %	291%				10%	29.1 %	291%
14	Percentage of targeted youth with improved life, work readiness and leadership skills for civic engagement	60%	72.8%	121%	60%	73.6 %	123%	60%	72.8%	122%
15	Percentage of youth who demonstrate changes in perception towards violent extremism.				40%	57.7 %	144%	40%	57.7%	144%
16	Number of youth networks with increased capacity in youth-led services				8	11	138%	8	11	138%
17	Number of youth at risk of violence trained in social or leadership skills through USG assisted programs (F-indicator Youth 1)	15,000	16,725	112%	4,080	5,554	136%	19,080	22,279	117%
18	Percentage of female participants in USG-assisted programs designed to increase access to productive economic resources (assets, credit, income or employment) (F-indicator Gender-2)	40%	41%	103%	40%	43%	108%	40%	42%	105%
19	Number of youth participating in Foundations of Resilience Part 2 (Preventing Violent Extremism) Training				6,700	7,909	118%	6,700	7,909	118%
20	Number of youth participating in community service projects.				4,080	5,561	136%	4,080	5,561	136%
21	Number of youth with accredited certification by TESDA and/ or certificates of completion from other training providers for market driven skills not yet offered by TESDA	9,600 ^l	11,545	120%	2,048	3,435	168%	11,648	14,980	129%
22	Number of OSY completing skills and workforce development training	12,000	13,599	113%	4,080	5,438	133%	16,080	19,037	118%
23	Number of OSY enrolled in skills and workforce development training	15,000	15,739	105%	5,100	5,853	115%	20,100	21,592	107%
24	OSY completing ALS training	3,000	3,126	104%				3,000	3,126	104%
25	Learners enrolled in secondary schools or equivalent non-school based settings (ALS) (F-indicator)	4,000	4,127	103%				4,000	4,127	103%

^a Aggregate LoP target is 10 which represents 8 original YDA + 2 new YDA expected to improve capacity in delivering youth services.

^b All three 3 new YDAs increased their local counterpart resources from June 2018 (baseline) to April 2018 (endline).

^c Additional 3 new YDAs were established and trained during the program extension.

^d Additional 3 new YDAs formulated youth development plans during the program extension.

^e Additional 3 new YDAs used the report card system to measure the progress of OSY service delivery.

^f LoP target was adjusted in FY17 from 89 to 125 based on the new FACTS definition

^g Additional 267 individual administrators mostly from areas outside the project sites were trained during the program extension. These are the newly trained administrators as part of MYDev's institutionalization of life skills curriculum in DepEd, TESDA, and other educational institutions.

^h Additional 194 new educators were trained as part of MYDev's institutionalization of the life skills curriculum in DepEd.

ⁱ LoP Target was increased in FY17 from 50 to 175.

^j This target was based on a minimum percentage score increase of 75%. However some IMs scored too high at pre-test to allow for the required increase (reaching the ceiling). Thus, when accounting for those who had either reached the highest score or improved by 75%, the actual LoP accomplishment is 76%.

^k LoP Target was increased in FY17 from 30% to 50%.

^l Indicator definition was refined in FY17 and LoP target was changed from 12,000 to 9,600. The refined target based the % of certification on the # of completers and not on the # of enrollees as defined in the original definition.

MYDev's evaluation studies, which are described in a later section, have found significant positive gains in youth outcomes related to (a) youth's perceptions of government and communities, (b) livelihoods, (c) life, work readiness, and leadership skills, and (d) perceptions towards violent extremism (indicator # 10, 12, 14, and 15, respectively, in the previous table).

Activity Outputs. This table reflects the key activity outputs that were added during the extension phase (FY2018 to FY2019). Once again, it shows that MYDev exceeded all output targets, particularly Youth Network Training and Organizational Strengthening (264%) and Employment and Livelihood Coaching (149%).

Table 2: Activity Outputs

Intervention	Targets			FY18 Accomplishments (Feb to Sept 2018)			FY 19 Accomplishments (Oct 2018 to May 2019)			Life of Project Extension Accomplishments (Feb 2018 to May 2019)			
	Life of Project Extension	Marawi and New Sites	Original Sites	Marawi and New Sites	Original Sites	Total	Marawi and New Sites	Original Sites	Total	Marawi and New Sites	Original Sites	Total	% vs. LoP
Basic training on Life Skills:	5,100	3,500	1,600	1,620	1,230	2,850	1,594	1,409	3,003	3,214	2,639	5,853	115%
<i>Life Skills Only</i>	1,900	1,900	0	699	0	699	632	246	878	1,331	246	1,577	
<i>Life Skills Training and Technical Skills/ALS Training</i>	3,200	1,600	1,600	921	1,230	2,151	962	1,163	2,125	1,883	2,393	4,276	
Foundations of Resilience Part 1 (FoR 1)	5,100	3,500	1,600	1,619	1,068	2,687	1,812	1,141	2,953	3,431	2,209	5,640	111%
Foundations of Resilience Part 2 (FoR 2)	6,700	3,100	3,600	1,450	359	1,809	2,121	3,979	6,100	3,571	4,338	7,909	118%
<i>New Youth</i>	4,080	2,800	1,280	1,328	0	1,328	1,946	2,108	4,054	3,274	2,108	5,382	
<i>MYDev Youth Alumni</i>	2,620	300	2,320	122	359	481	175	1,871	2,046	297	2,230	2,527	
Employment and Livelihood Coaching	3,800	500	3,300	148	138	286	2,154	3,239	5,393	2,302	3,377	5,679	149%
Advanced Youth Leadership Workshop and Training													
<i>MYDev Alumni Gathering</i>	640	80	560	68	580	648	0	0	0	68	580	648	101%
<i>Youth Network Formation</i>	150	150	0	145	0	145	51	0	51	196	0	196	131%
<i>Youth Network Training on Organizational Strengthening</i>	550	200	350	0	0	0	457	996	1,453	457	996	1,453	264%
<i>MYDev Youth Summit</i>	880	320	560	0	0	0	374	613	987	374	613	987	112%

Outcomes on Youth Perceptions, Livelihoods, and Skills

MYDev made a commitment to measuring the program's influence on young participants. After designing, pilot testing, and finalizing tools in the first year, MYDev carried out annual outcome evaluations to estimate the effect of the program on key youth outcomes: 1) youth's perceptions of the community and government, 2) youth's work-readiness and leadership skills, 3) youth's employment outcomes, and starting in FY2018 to address new components introduced in the program extension, 4) youth's perceptions towards violent extremism.

The table below shows MYDev's research questions, which are directly tied to performance indicators:



Table 3: Research Questions

#	Research Questions	Performance Indicators
Question 1	Do youth participants demonstrate improved perceptions of government and community as a result of project activities?	Percentage of targeted youth with improved perceptions of community and government (Indicator 10)
Question 2	Do youth participants demonstrate improved life, work readiness, and leadership skills as a result of project activities?	Percentage of targeted youth with improved life, work readiness and leadership skills for civic engagement (Indicator 14)
Question 3	Do youth participants demonstrate improved livelihoods as a result of project activities?	Number of targeted youth receiving new or better employment/livelihood (F-indicator, Indicator 12)
Question 4	Do youth participants demonstrate changes in perceptions towards violent extremism as a result of project activities?	Percentage of targeted youth who demonstrate changes in perception towards violent extremism. (Indicator 15)



Methodology

MYDev designed and implemented quasi-experimental impact evaluations for FY2015, FY 2016 and FY2017 and a performance evaluation for FY2018.

Quasi-Experimental Impact Evaluations were implemented annually (FY2015 -FY2017). MYDev collected data from intervention groups (MYDev youth) and comparison groups (non-MYDev youth) at baseline and endline (Figure 3). Comparison group youth were initially (FY2015 and FY2016) selected from within project sites. However, as the program developed further, the risk of spillover of benefits increased and in FY2017, the project selected comparison youth from similar municipalities outside project sites. Intervention and comparison group samples were drawn using stratified random sampling for each LGU based on the proportion of the youth enrolled to reflect the characteristics of the MYDev population for each evaluation.

The **Performance Evaluation** in FY 2018 was implemented without a comparison group (Figure 4), due to feasibility and time constraints of identifying comparison group youth.

As shown in Figures 3 and 4, baseline surveys were always conducted prior to program intervention and the endline was conducted 4 to 6 months after youth completed the program intervention.

In a quasi-experimental study, the estimated program effect is the difference in the net gain (baseline to endline change) between intervention and comparison group youth. For the performance evaluation, the results reflect youth's outcomes over time: the difference from baseline and endline.

Figure 3

QUASI-EXPERIMENTAL EVALUATION DESIGN (Cohorts FY15, FY16 & FY17)

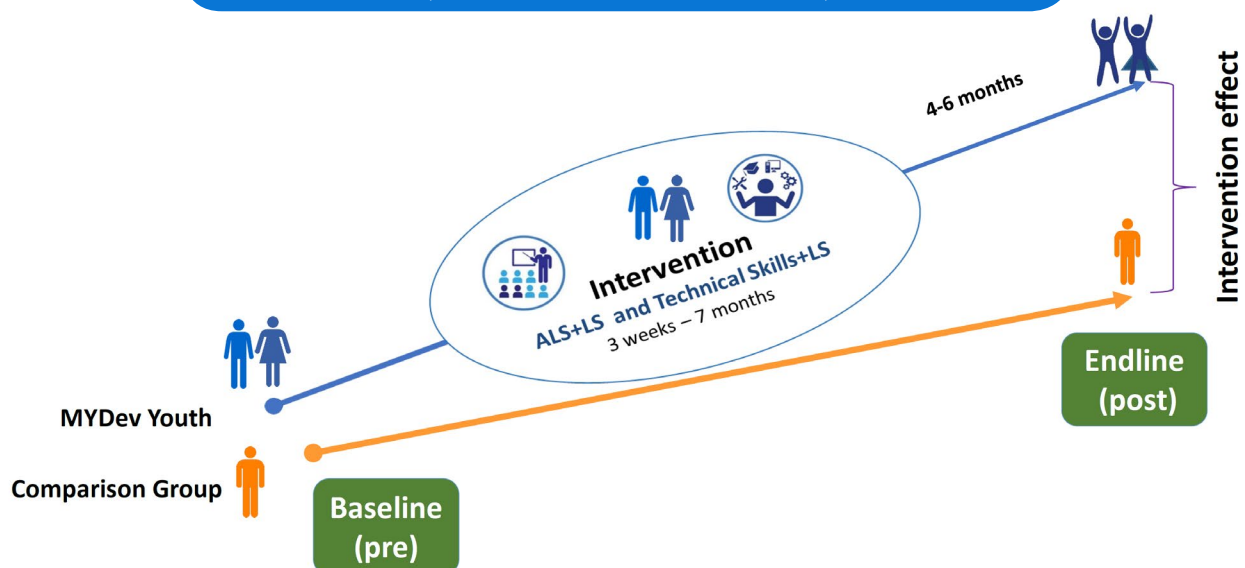
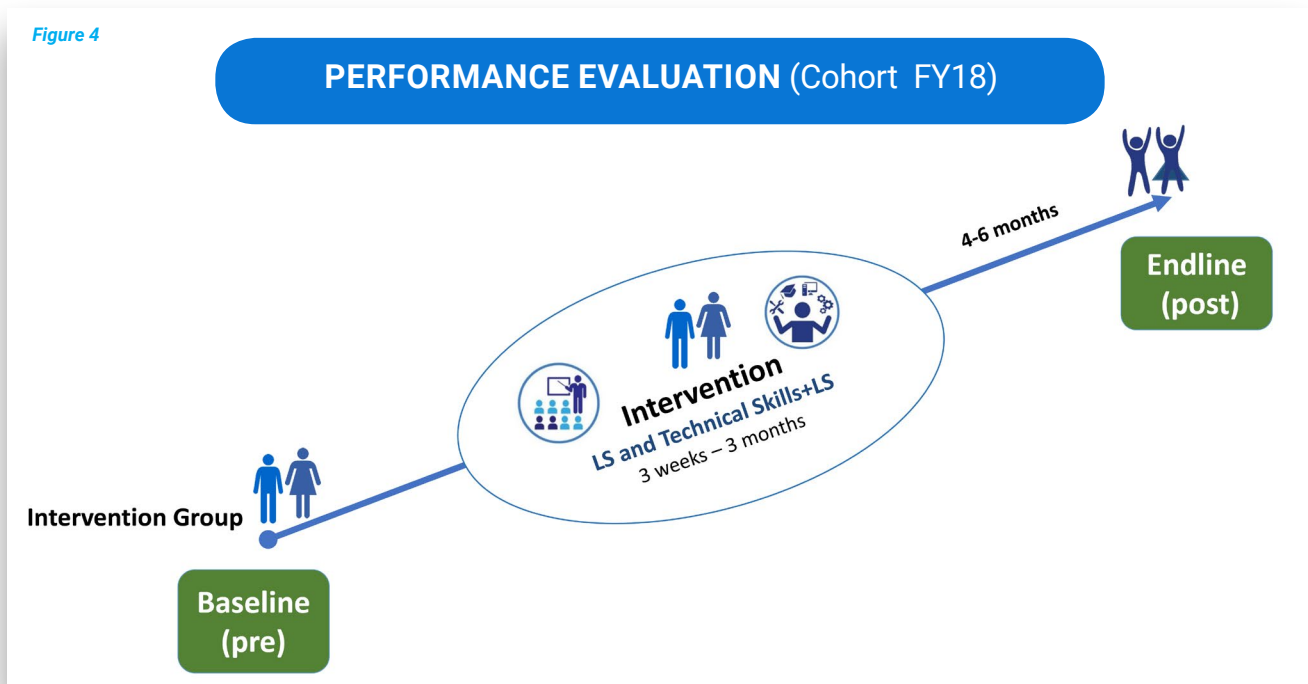


Figure 4



Research Tools were developed, tested, and finalized during MYDev’s first implementation year. They were originally developed in English and subsequently, adapted and translated into Tagalog. Annual principal component analysis consistently confirmed the reliability of the tools utilized:

1. **Youth Employment Survey (YES)** was adapted from an existing EDC tool and gathered information on youth’s life, work readiness, and leadership skills (Q2) and youth’s livelihood/employment outcomes (Q3). In the program extension, an additional dimension was added with questions on youth’s perceptions of the role of gender in the workplace.
2. **Youth Perception Survey (YPS)** was developed to gather information on youth’s perceptions of their communities and governments (Q1). In FY2018 new questions were added on youth’s perceptions towards violence and their personal resilience skills (Q4).



Findings revealed MYDev’s positive influence on youth outcomes. Overall results suggest that MYDev interventions seem to have positively influenced the outcomes of MYDev youth. Following are some of the results over the years.

Improved perceptions of Government and Community (Indicator 10). In the Youth Perceptions Survey (YPS) youth were asked to respond with their level of agreement to statements that positively portray government and community actors (Figure 5).

In each evaluation conducted, over 65% of MYDev youth viewed their governments and communities more favorably at endline, after the intervention, than they did at baseline. This suggests that MYDev had a positive influence on youth’s perceptions of their governments and communities.



Figure 5

Do youth demonstrate improvement in their Perceptions of Government and Communities?

Youth rate their agreements with favorable statements towards these 2 actors

SCALE

- 1 = I don't know
- 2 = I strongly disagree
- 3 = I disagree
- 4 = I somewhat disagree
- 5 = I somewhat agree
- 6 = I agree
- 7 = I strongly agree

GOVERNMENT

"The government will surely listen and respond if the out-of-school youth ask their help when they are not treated fairly by others." (sample statement)

COMMUNITY

"The people in my community fully accept me and don't humiliate me even if I am an out-of-school youth who has not finished studies and unemployed." (sample statement)

MYDev youth consistently improved their perceptions from baseline to endline. In FY15 and FY16, these gains were not significantly different to those of comparison group youth, likely due to spillover of benefits of MYDev programming to non-MYDev youth. MYDev's intervention strengthened the work of YDAs and improved delivery of services to out-of-school youth, which may have improved perceptions of all youth towards their government and community. In FY17, when comparison youth were selected from outside the program sites, MYDev youth had significantly higher improved perceptions of their government and community than did comparison group youth. In the performance evaluation, despite having no comparison group, MYDev youth's perceptions of their government and community were significantly higher at endline than baseline, consistent with the previous year.

During the program, MYDev youth across all sites engaged in their community and interacted with community leaders and government officials by participating in YDA meetings and events, organizing community service and resilience activities, and becoming more meaningfully involved in their communities. Such positive interactions may have contributed to a more positive perception of their governments and local leaders.

Improved Life, Work Readiness, and Leadership Skills (Indicator 14). These skills were measured through the Youth Employment Survey (YES), to perform specific actions in 3 dimensions: Life Skills, Work-Readiness Skills and Leadership Skills (Figure 6). In each evaluation conducted, over 70% of MYDev youth rated themselves as having improved in their life, work readiness, and leadership skills from baseline to endline.

In FY15, MYDev and comparison group youth improved similarly. In FY16 and FY17, MYDev youth improved their skills significantly more than comparison group youth. And, in the FY18 performance evaluation, MYDev youth rated their skills significantly higher at endline than baseline.

Testimonies of MYDev youth usually mentioned the Life Skills training as an essential part of the program that helped them adopt a productive, engaged, and resilient role in their lives at work and in their communities.





New and Better Employment and Livelihood (Indicator 12). Youth's improved livelihoods were also measured using the Youth Employment Survey (YES), in which youth were asked to report on whether they have earned any income (either in cash or in-kind) in the past six months.

The overall trends indicate that 26-32% of MYDev youth obtained new or better employment, with the exception of FY17. Though this study could not conclusively determine the reason, it is likely that the difference in FY17 is due to external factors relating to the Marawi siege and aftereffects, which overlapped with the timing of the endline data collection (April 2017 to Feb 2018). Despite this setback, the cumulative accomplishments from FY 2015 to FY 2017 show that MYDev had a positive effect on youth's employment.

This positive effect is further corroborated when examining MYDev youth's outcomes in comparison to non-MYDev youth. The evaluation studies for all cohorts reflect significant gains over the comparison group in employment outcomes.

Over the years, MYDev gave increasingly more priority to post-training support expanding the reach and variety of offerings and deepening the interventions through a coordinated and purposeful approach. Every quarter, there were examples of youth gaining the opportunity to interview for new jobs or being hired on the spot (HOTS) during job fairs. Anecdotally, employers often shared that the skills, attitudes and behaviors of MYDev youth were distinct from other employees. Similarly, various youth who succeeded in setting up their own businesses speak about the valuable support with accessing resources, registering their businesses, and more.

Changed Perceptions of Violence (Indicator 15). Youth's changed perceptions of violence and violent extremism were measured through an additional section added to the YPS in the performance evaluation. In this section, youth responded with their levels of agreement to statements either promoting the acceptability of violence or supporting non-violent conflict resolution. Examples of these statements and the levels of agreement are in Figure 7 in the succeeding page.

Figure 6

Do youth demonstrate improvements in life, work readiness, and leadership skills?

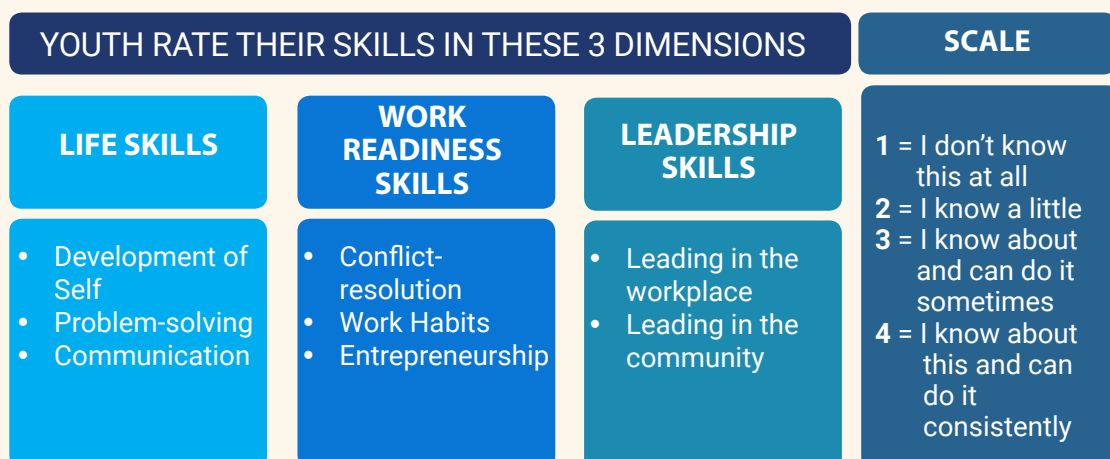


Figure 7

Do youth demonstrate changes in their perceptions of violent extremism?



Results show that 58% of the youth changed their perceptions towards violent extremism over the course of the intervention, moving away from supporting the acceptability of violence and towards supporting non-violent conflict resolution.

Increased Resilience. The performance evaluation also included findings on youth's personal resilience skills and youth's perceptions of gender in the workplace. The personal resilience skills section was added to the YPS questions tied to a key personal resilience skills taught in the Foundations of Resilience 1 (FoR 1) Module. Youth reported their level of confidence to complete each action. MYDev youth responded significantly more confidently at endline than baseline, suggesting that MYDev had a positive influence on youth's increased resilience.

Increased Agreement with Gender Equity in the Workplace. To examine youth's perceptions of the role of gender in the workplace, a section was added to the YES, in which youth responded with their level of agreement to statements promoting gender equity in the workplace.

The majority of MYDev youth responded that they agreed with these statements (52%) and agreement increased to 58% at endline. These findings represent the perceptions of the job seekers. Further work is needed to investigate the beliefs, attitudes, and hiring practices of employers.

Special Research

As an additional component of MYDev's learning plan, MYDev undertook two special studies focused on aspects of youth resilience to violence: Outcome Harvest and Social Network Analysis. Both studies were completed in the final year of the program.

Outcome Harvesting. Outcome harvesting examined MYDev's contributions to youth's resilience to violence retrospectively using data from the original program and program extension.

Methodology. Originally developed by Ricardo Wilson-Grau and his colleagues, outcome harvesting is an evaluation method that begins by collecting evidence of a change and then works backward to determine if and how a project has contributed to that change. It is particularly useful in complex contexts, such as Mindanao, where all realized outcomes might not have been envisioned when indicators were chosen and impact evaluation designs were set.



Findings. The MYDev Outcome Harvest study found two main outcomes describing youth's behavior.

Outcome 1: When personally confronted with a violent or a potentially violent situation, MYDev youth demonstrate increased resilience by acting judiciously: considering the consequences of their actions and managing their anger and emotions.

MYDev youth's ability to manage their emotions, particularly anger, in violent or potentially violent situations and not engage in violence developed as a key theme in the data collection. MYDev youth overwhelmingly articulated that prior to MYDev, when they felt insulted or angered, they would react quickly. Notably, the overwhelming majority of MYDev youth respondents were clearly able to articulate the change in their behavior. Key themes that developed centered around acting more judiciously: ignoring things or not responding to verbal taunts (bullying) and considering the consequences of their actions. When asked to elaborate on the factors contributing to this change, MYDev youth often mentioned MYDev programming, particularly the Life Skills and Foundations of Resilience (FoR) modules. In fact, most respondents mentioned the two modules together.

Outcome 2: MYDev youth demonstrate their concern for their community and others in their environment. When there are instances of collective violence, MYDev youth initiate activities to help others, including sharing their own learnings with others and promoting non-violence, despite increased challenges or risks.

MYDev youth's care and interest in their community, particularly in times of community or large-scale violence, developed as a strong theme. Respondents described youth, prior to the program, as largely apathetic to problems or violence in their community. When describing youth's current behavior (after the program), respondents overwhelmingly commented that youth are active and engaged, and that they care about others and their community. In times of violence or crisis, respondents highlighted that MYDev youth's engagement and initiative increases. MYDev-affiliated respondents highlighted activities that youth initiated to help victims of the Marawi Siege (2017) and the Jolo twin bombings and fire (2018).

The outcome harvesting methodology allowed the program to capture specific examples of the changes relating to youth's improved resilience to violence, draw patterns across geographic site and vantage points, and draw conclusions. This methodology also has the benefit of including program stakeholders (beneficiaries, service providers, program staff, donors, etc.) creating a participatory evaluative process where MYDev can consult beneficiaries and other stakeholders to validate its findings and seek their input, thereby demonstrating accountability.

Additional information can be found in the MYDev Outcome Harvesting Study Report (2019).



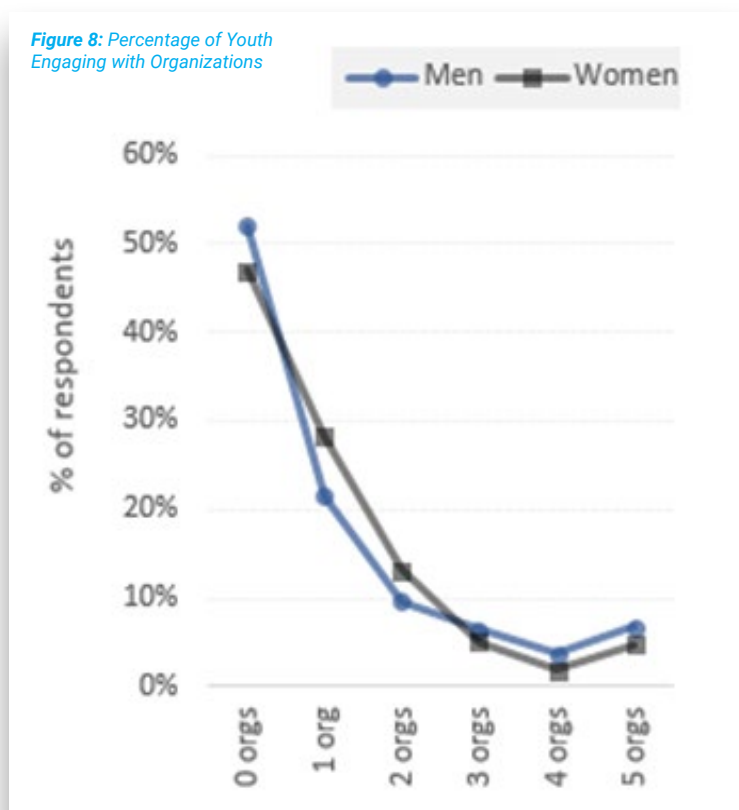
Social Network Analysis

MYDev employed Social Network Analysis (SNA) to investigate the relationships between four aspects of the lives of out-of-school Mindanao youth. The study design was conducted in eight MYDev sites but sampled all out-of-school youth not just those linked to the program. The research questions guiding the study were:

1. What are the characteristics and patterns of youths' engagement with voluntary organizations?
2. What are the characteristics and patterns of communication and exchange between youth and those with whom they discuss important life matters?
3. How, if at all, do the characteristics and patterns of youths' connections correlate with (a) youths' perceptions of the acceptability of violence, including violent extremism, as a means of conflict resolution, and (b) youths' self-assessed personal resilience skills?

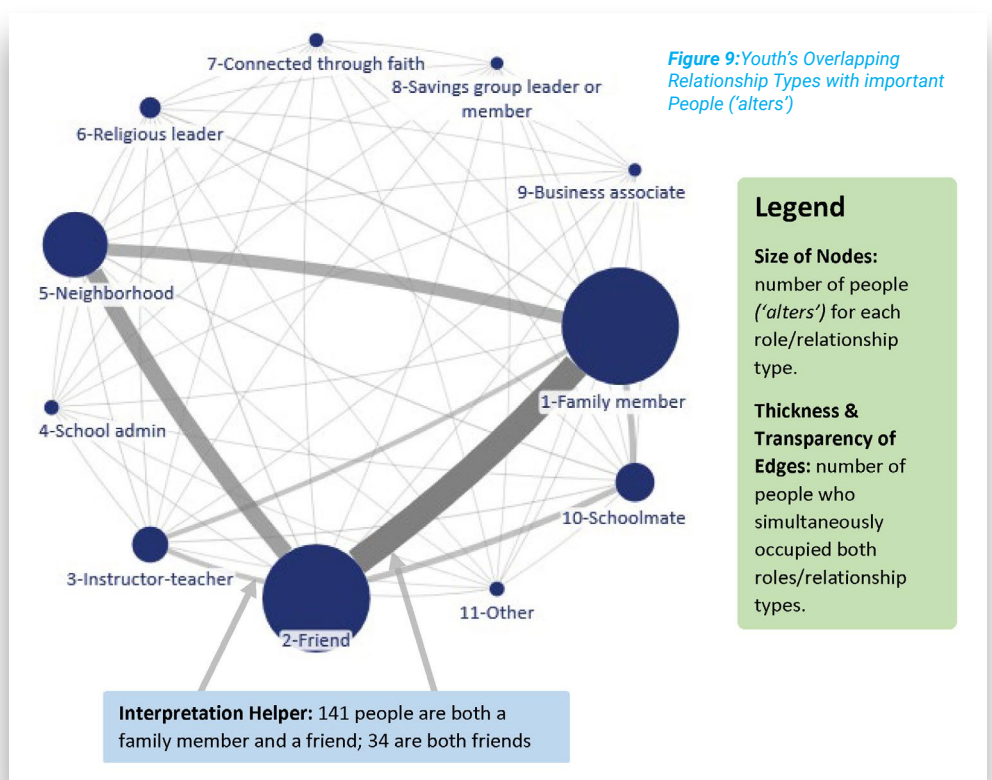
Main Findings

Engagement with Voluntary Organizations. Youth are largely disconnected and disengaged from institutional support networks. Their networks are largely confined to their barangays, and composed of people who have overlapping roles as neighbors, relatives, and friends. About half of surveyed youth engage in some way with voluntary organizations (Figure 8). Yet, of those who do engage, deep intensive engagement is rare.



Youth's Relationships. Youth overwhelmingly list family and friends as those they trust and with whom they discuss important matters (Figure 9). Not surprisingly, youth reported that they most commonly communicated with these individuals frequently and in-person. When asked what benefits youth gained from these relationships, the vast majority of youth reported that they received intangible benefits such as the sharing of important information (most commonly), exchanging ideas, and psychosocial support.





Connections between Engagement and Perceptions. Complex and limited relationships were found when considering the patterns of connections between youth's engagement with organizations, their relationships with trusted individuals, and their acceptance of violence and personal resilience skills. In other words, profiling youths' networks against their acceptance of violence and personal resilience failed to outline a single, unified picture, but instead reveals a tapestry of disparate points, including:

- Three sets of characteristics are linked to lower acceptance of violence and higher resilience:
 - Being a woman
 - Youth who engage with the same organization(s) as two or more of their alters
 - Youth who exchanged 'ideas' and 'psychosocial support' with alters
- Ethnicity and religion do not significantly influence acceptance of violence or perceived resilience.

Taken as a whole, the complexity of the findings highlights the highly local and individualized nature of social networks and their influence on Mindanao youth.

Highlights from Special Research Findings

Lack of institutional support for OSY. Out-of-school youth are disconnected and disengaged from voluntary organizations and institutional support. Youth's disengagement from voluntary organizations, demonstrated in the SNA findings, further reflects a disengagement from civic or public life, and was echoed in MYDev youth's descriptions of their life before MYDev. MYDev youth consistently articulated that they felt they had no role in their community or barangay prior to the program.

Implications for project design. The SNA findings highlight a significant relationship between youth that had deep connections with individuals and a lower acceptance of violence and higher personal resilience skills, emphasizing the importance of a support system to youth's beliefs and resilience. This importance is further emphasized by respondents in the outcome harvest, who highlighted that MYDev's emphasis on communication skills and interaction with different people in the community, particularly local leaders, allowed them the skills and opportunities to voice their opinions and articulate their needs.

COMMUNICATING MYDev



Program



When MYDev Program rolled out its implementation in July 2013, the Communication and Outreach Team (CommTeam) was formed to develop a communication and outreach strategy aimed to effectively deliver key messages among its stakeholders and share project outcomes with program partners. A Branding Strategy and Marking Plan was created to ensure that target audiences understand the purpose of the program and appreciate the undertaking as a partnership of USAID and the Philippine Government through TESDA, DepEd and some of Mindanao's LGUs in the ARMM and Regions 9 and 12.

During its first year of implementation, MYDev focused on developing its brand as a USAID-funded project that contributes to peace and stability in Mindanao by improving the life skills, increasing civic engagement, and strengthening local governance to enhance the employability of vulnerable out-of-school youth in the region's conflict-affected areas. In subsequent years, MYDev expanded its brand, enhanced its products, grew its CommTeam, strengthened collaboration with USAID's Development Outreach and Communication (DOC) team, and significantly expanded its social media presence.

Establishing and Expanding the MYDev brand. The CommTeam's early years of implementation revolved around the establishment of the name and brand of MYDev with the primary intent to encourage appreciation and understanding of the program. In the succeeding years of implementation, the CommTeam evolved to become a reliable source of information particularly in disseminating program accomplishments to its primary and secondary audiences.

MYDev developed an array of communication products that elevated the visibility of the program. These included the monthly MYDev Updates – a consolidation of positive stories across MYDev sites, one-page fact sheets and brochures, success stories, youth profile, weekly highlights, and news releases along with the production of program-related communication and collateral materials, including high-quality videos.

To further enhance the program's visibility, MYDev launched its official Facebook Page (@usaidmydev) in October 2014 which provided a platform for greater connection among project stakeholders. The Facebook page became the repository of shareable materials that increased the exposure and visibility of the program among its audiences. It also allowed quick access to MYDev information and facilitated social media interaction among partners, MYDev youth, YDAs, and the general public.

In addition, the CommTeam also provided institutional support to the implementation of youth-based events and other project activities such as photo documentation of events, designing of visual materials, and overall programming.

Building on the gains and growing. In the last two years, MYDev implemented initiatives that put emphasis on the gains of the program while highlighting program successes and accomplishments to a wider audience. These initiatives resulted to an improved communication planning, program implementation, and development of better communication products.

MYDev's CommTeam increased its size with the hiring of two Communication Officers who were based in Iligan City and Zamboanga City to adequately support implementation during MYDev's extension period. These developments resulted in a more intensified communication and outreach initiative across all 11 sites.



Among the activities that the MYDev CommTeam embarked on to sustain its gains included the following:

Stronger collaboration with USAID’s DOC Team. MYDev collaborated with USAID’s DOC team in the development of communication products that were published in USAID’s international media platforms.

On September 18, 2017, a success story of MYDev youth entitled “Welding hopes and dreams: Out-of-school youth in the Philippines forge a better future,” was released through USAID’s global Exposure Publications. The story features Bryan Alegado of Parang Maguindanao, an out-of-school youth who carved a better future for himself and his family after completing a MYDev tech-voc training program. A second MYDev story entitled “The Courage to Care: Youth in the Philippines stand up for their futures” was published on August 8, 2018, featuring Mohammadnor Pandapatan, a MYDev youth who survived the battle of Marawi and became an entrepreneur through MYDev’s assistance and guidance of the Marawi YDA.

Enhanced IEC materials and products. In developing a more effective means to communicate program accomplishments, MYDev enhanced its IEC materials, including videos by creating a more updated design and by infusing infographics into its communication products. These materials included the enhanced QPRs, updated MYDev Annual Reports, and MYDev communication materials that were regularly submitted to USAID, key partners, stakeholders.

Wider Social Media Reach. Following the launch of the official MYDev Facebook Page in October 2014, the platform expanded over the years and gained 6,329 likes and 6,346 followers as of July 5, 2019. The page’s best performing post was achieved on March 15, 2019, which grabbed the attention of more than 160,000 people and gained more than 199,000 engagements as of May 15, 2019.

MYDev’s CommTeam also developed a training module on *Understanding Social Media as a Communication Tool and Basics on Social Media Etiquette* for the leadership training of MYDev youth alumni. The module was designed for the participants to appreciate social media as a communication tool, know its basic etiquettes and learn how to distinguish real news from fake news.

Beefed up project events. The CommTeam assisted and successfully covered youth-related events across project sites throughout the life of the project, such as MYDev youth network activities, graduation ceremonies, youth leadership training, and youth-led job fairs, among others. The CommTeam also increased its support in the organization and management of major MYDev events in the last two years. These included the YDA Summit in Davao in June 2018, the two Regional Youth Summits in Cagayan de Oro City and Davao City in February 2019, the joint YDA and Youth Summits in Cebu, in April 2019, and the MYDev project dissemination and legacy event entitled “Journey of Youth Transformation” held in Manila in May 2019.

ELEMENTS OF SUCCESS AND LESSONS LEARNED

MYDev’s communication program attributes its success to the following elements:

1. MYDev’s CommTeam has expanded its role beyond communicating the successes and accomplishments of the program, and assumed more dynamic functions in establishing the program’s brand, promoting the services and interventions of the program, and in providing public relations support.
2. The MYDev management fully supported the efforts of the CommTeam to expand its social media platform, beef up key events, enhance the IEC materials, and implement communication plans that widen the reach of the program’s key messages.
3. The communication team embraced multi-disciplinary roles, and helped ensure that program implementers are on the same page and understating on how MYDev is presented to partners, key stakeholders, and the general public and helped in developing more resilient, progressive, and empowered youth in Mindanao.

COMMUNICATION milestones

WIDE SOCIAL MEDIA REACH

MYDev Program launched its Facebook page in October 2014. As of this writing, the page has gained 6,329 likes and 6,346 followers. It's best performing post received more than 199,000 engagements.



current **Facebook**
Followers and likes

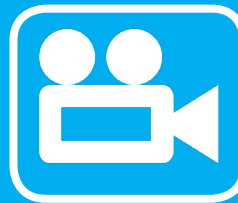
GREAT MEDIA MILEAGE



MYDev's CommTeam collaborated with USAID's DOC team in the publication of two MYDev stories in USAID's global Exposure Publications:

"Welding hopes and dreams: Out-of-school youth in the Philippines forge a better future"

"The Courage to Care: Youth in the Philippines stand up for their futures"



In November 2018, USAID's DOC along with the News Team of Annalisa Burgos of the ABS-CBN News Channel (ANC) developed a TV feature on successful MYDev youth in Zamboanga City.



HIGH-QUALITY PRODUCTS & EVENTS

MYDev enhanced its IEC materials by creating a more updated design and by infusing infographics into its communication products. It also beefed up the conduct of program-related events, by providing additional support in the organization and management of major events.



A success factor for MYDev's results is its strategic relationships with key decision-makers at the local and regional levels. Recognizing the need for a solid foundation for sustainability and scaling, MYDev focused on building partnerships when it embarked on a rapid start-up in Year 1, and continued nurturing the relationships with key partner agencies in succeeding years. The substantial involvement of USAID, project partners and stakeholders proved effective in program implementation, contributed to positive results, and served as a strong foundation for institutionalization. Below are the highlights by organization over the years:

Promoting MYDev within USAID and to Youth and Stakeholders. Each year of project implementation was highlighted by the presence in key events of select USAID officials through the able facilitation of Mir Shariff Tillah, Office of Education Senior Project Management Specialist and MYDev AOR. These USAID officials, accompanied by Mir Tillah and/or other Office of Education officials, observed project activities, graced events like graduations and held focus group discussions on stakeholder feedback and input regarding project implementation issues, youth concerns, and broader USAID programming in the country. The interactions of USAID officials with young participants and YDA members greatly helped MYDev gain the interest of youth and earn the trust and confidence of partners and stakeholders.

MYDev also held quarterly meetings with Mir Shariff Tillah, MYDev AOR and with other officers of the Office of Education for project updating, technical review of research studies, and annual planning. Technical inputs and priority-setting from such meetings significantly contributed to quality programming.

Complementation of MYDev with Other USAID Supported Activities and Projects. MYDev actively participated in USAID's All Mindanao Programs (AMP) meetings held 2-3 times annually from 2014- 2016 to identify areas for complementation among MYDev, Mindanao Health, ENGAGE and other USAID projects in Mindanao. MYDev was also active in local and regional synchronization meetings among USAID, JSOTOF-P and implementing partners to operationalize agreed actions from the AMP meetings, participating in 14 synchronization meetings in 2014-2015. Some joint activities resulting from these meetings were three youth forums in Zamboanga, co-organized by ENGAGE and MYDev, and two youth camps in Cotabato City co-organized by MYDev and Mindanao Health, all in 2014.

In 2015, MYDev coordinated the USAID RIG training in Davao, participated in by staff of the Logistics Support for Mindanao Activity (Logistics) and ENGAGE. In 2016, MYDev and Mindanao Health hosted USAID's Outreach and Communications Head Josephine Francisco in Zamboanga City to observe an activity jointly implemented by the two projects. In the last year, MYDev firmed up collaboration with USAID's Marawi Response Project (MRP) and the YouthWorks Project.

Throughout the project term, MYDev maintained close coordination with USAID's Logistics for security updates. MYDev also regularly provided Logistics with a calendar of activities for sharing with other USAID projects in Mindanao.

Collaboration with Key Government Agency Partners. MYDev broadened areas of collaboration with key agencies to support project activities in addition to engaging them as members of the YDAs.



STRATEGIC partnerships



USAID VISITS: 2013 - 2019

2013



Seven visits in 2013-2014 by USAID's Office of Education Director Robert Burch and team, and/or officers of the Joint Special Operations Task Force in the Philippines (JSOTOF-P) to participate in municipal/city orientations on MYDev, observe conduct of training

2014



In 2014-2015, MYDev hosted 11 visits and events including focus group discussions, Youth Summits, and graduations, with guests including then US Ambassador Goldberg, Mission Director Gloria Steele and Deputy Mission Director Reed Aeschliman, Mitch Kirby of the USAID Education Asia Bureau, and the Office of Education Director Robert Burch and team.

2015



2015



MYDev hosted eight visits in 2015-2016; guests included USAID Mission Director Susan Brems, Office of Education Director Brian Levey and/or Deputy Director Erica Rounsefell, and USAID/Philippines Regional Comptroller Eric Schaeffer.

2016



Ten visits in 2016-2017 and guests included USAID Mission Director Susan Brems, Office of Education Director Brian Levey and/or Deputy Director Jona Lai, Gavin Helf of USAID's Asia Bureau, US Deputy Chief of Mission Michael Klecheski, Chris Bodle of USAID/Washington Security Office, and Barbara Paoletti with other officials of the US State Department.

2017



2017



MYDev hosted five visits in 2017-2018 with Deputy Director Jona Lai, USAID's Senior Coordinator for CVE Russell Porter with USAID/Philippines OEDG Director Jeffrey Lehrer, USAID M&E Consultants Elena Walls and Mousumi Sarkar; Maram Talaat, USAID-RIG for Ethics and Terrorism Financing training; USAID Mission Director Lawrence Hardy

2018



In 2018-2019, MYDev hosted four visits with Deputy Mission Director Patrick Wesner, USAID/Philippines Regional Office of Acquisition and Assistance Chief Beatrice Conde', and Acquisition Specialist Haidee Juanillo

2019





Planting the Seeds for Life Skills Institutionalization through Collaboration with DepEd. In 2014, MYDev engaged DepEd national and regional ALS trainers to train the Instructional Managers (IMs) of MYDev's implementing partners/sub-grantees to ensure that IMs are equipped with instructional strategies and facilitation skills that are consistent with DepEd standards. ALS learners benefited from the better quality of instruction as well as from other substantive support provided by DepEd. These included regular monitoring of MYDev ALS sessions by DepEd ALS Coordinators (DALSCs), and review sessions jointly conducted by DALSCs and IMs to prepare learners for ALS A&E test, resulting in an overall improved passing rate.



Through SEAMEO-INNOTECH, the MYDev program strengthened the capacities of DepEd ALS implementers through workshops held from 2015-2016 to deepen the participants' competencies in learning assessment for the ALS program; facilitating ALS teaching and learning process; and developing collaborative mechanisms for professional development among ALS implementers in areas served by MYDev.



MYDev also provided technical support to the department's national Abot-Alam program for OSY. Responding to DepEd Region 12's request, MYDev trained 66 DepEd ALS implementers on Life Skills delivery as an ALS curriculum innovation and provided printed manuals. The trained ALS implementers in turn trained 158 others in DepEd Region 12's 10 divisions. This training on life skills was reported by DepEd Region 12 during one of the national Management Committee meetings and generated a lot of interest that set in motion the series of events that led to the institutionalization of MYDev life skills in DepEd's ALS K-12 curriculum, culminating with the formal turn-over of the curriculum to DepEd on May 3, 2019.

Contributing to Equipping Youth with 21st Century Skills Competencies through Partnership with TESDA. At the onset of the program, MYDev signed a memorandum of understanding (MOU) with TESDA Regions 9 and 12 and TESDA-ARMM to provide MYDev implementing partners ready access to its network of training centers/institutions, trainers and experts, modules and training materials, test materials and assessment instruments needed to produce youth completers that have national TESDA certification necessary for employability. TESDA in the three regions also committed to provide youth with access to post-training opportunities such as scholarship programs for higher level training.

Since 2015, MYDev has been exposing TESDA, along with other partner agencies, to the life skills curriculum as an add-on to the agency's menu of skills training offerings. The breakthrough came in 2016 when TESDA Region XI under then Regional Director Gaspar Gayona recognized the value of MYDev's life skills curriculum as foundational material for delivering TESDA's 21st Century Skills competencies. TESDA requested MYDev to orient 175 Tech-Voc administrators and trainers, and a full 5-day training of 145 TESDA trainers, CTECs, administrators, officers and staff in the region followed in 2017.



This initiative by the region was shared at the national TESDA specifically to the office of TESDA Deputy Director General Rosanna Urdaneta. The initial information triggered the latter's positive response to EDC's offer of partnership during the Education Summit in December 2017. She directed the National TVET Trainers Academy (NTTA) to follow through with MYDev the expansion of the life skills training at the national level following the example of TESDA Region XI. Content analysis of Life Skills curriculum vis-a-vis TESDA's 21st Century skills competencies led to the design of a training of TESDA trainers in July of 2018 at NTTA in Marikina City with 50 participants from TESDA's 15 regions. MYDev's partnership with TESDA further moved to a next level with a meeting between Project Director Alejandra Bonifaz, Technical Director Robinson Wee, and Ms. Rosanna Urdaneta, TESDA's Deputy Director General for Policies and Planning last September 2018. In this meeting, DDG Urdaneta emphasized the need for TESDA to develop a cadre of TESDA trainers on 21st Century Skills. MYDev responded with a Master Trainer ToT on Life Skills conducted in January 2019 wherein 30 TESDA trainers and administrators from TESDA's priority regions participated.



TESDA's life skills ToT roll-out across regions started in March 2019 and is expected to complete by the end of the year. The MYDev Life Skills curriculum was formally turned over to TESDA on May 3, 2019 for its continued use henceforth.

Key Public Sector Partnerships for Linking Youth to Employment and Entrepreneurship. In addition to the successful partnerships with DepEd and TESDA that led to the institutionalization of the MYDev Life Skills training, MYDev strengthened collaboration with multiple regional partners. MYDev worked closely with DTI for livelihood coaching and other complementary training, and with DOLE, along with PESO to register MYDev youth searching for jobs and giving them access to career counseling, opportunities to participate in job fairs, and product exhibits, or directly refer them to possible employers.

Harnessing and strengthening local capacity. Implementing partners were qualified to receive sub-grants through a rigorous process, and were equipped by the program in quality delivery of life skills, implementation planning and monitoring, and financial management. MYDev engaged and worked closely with a total of eight TVIs, five NGOs, one research and training institution, and one higher education institution, recognizing their experience in the local context and deep understanding of community-level dynamics as well as the opportunity for MYDev to strengthen their capacity. In the course of implementation, EDC took a concerted capacity strengthening approach to working with implementing partners, in line with the USAID Forward Initiative. Capacity strengthening consisted of a combination of activities across project areas (also mentioned in other sections of this report):

For technical programming: EDC guided implementation in various ways including the issuance of technical guidance notes, coached implementing partners on implementation planning, and trained partner ALS instructional managers and life skills facilitators.

Programmatic strengthening at the institutional level took place through a partnership with SEAMEO-INNOTECH to build the capacity of ALS implementers. MYDev supported improvements in the quality of OSY programming, a critical reform area undertaken by national DepEd ALS. In partnership with SEAMEO-INNOTECH, MYDev strengthened the capacity of the ALS implementers of both DepEd and MYDev implementing partners through a series of training sessions delivered in 4 phases throughout the project.

Phase 1 (which started in November 2014): A core of 51 ALS implementers collaboratively reviewed their changing work context and their critical roles to effectively reach targeted OSY through the ALS program. In this training, ALS implementers identified their competency improvement needs to deliver quality ALS programs and they agreed on practical mechanisms for greater collaboration and exchange of ideas and strategies to continuously improve the delivery of ALS programs.

Phases 2 and 3: Focused on strengthening ALS delivery practices in the following areas:

- Designing and facilitation of community-based teaching and learning processes
- Monitoring and assessing learner's progress
- ALS instructional supervision and monitoring
- Community engagement to build partnerships
- Continuous professional exchanges and learning among ALS implementers based on their work context and results in reaching the targeted OSY through the ALS program

Phase 4: Harvested the important lessons gained and showcased the innovations and good practices generated by the ALS implementers in their learning journey during MYDev program. To institutionalize these good practices, SEAMEO-INNOTECH provided additional technical support on portfolio development and how best to utilize, monitor and assess learners' progress.



HARNESSING LOCAL STRENGTHS

An example is that of the Mindanao College, Inc. (MACFI), MYDev's TVI partner. MACFI requested MYDev to train its staff in using its own resources and obtained a License to implement its plan to integrate life skills training initiatives can be supported in the future by harnessing the strengths of partner



STRENGTHS FOR SUSTAINABILITY

Autonomous College Foundation partner in Lamitan City, who Life Skills delivery using its Training Agreement from EDC to skills in its tech-voc courses. Similar future for scaling of interventions institutions beyond project life.

They were also provided with updates on the ALS A&E test content and the revised ALS K-12 program. The reflective teaching processes of the capacity-building program reinforced the ability of ALS implementers to adapt to anticipated changes in the ALS K-12 curriculum. Most important was the strengthening of the community of practice formed to provide a nurturing environment for ALS implementers to continuously improve their practices.

For Monitoring and Evaluation: EDC trained partner M&E and MIS officers; set up the partners MIS and regularly coached MIS officers on timely and proper data encoding.

For internal systems and financial management: EDC oriented partner counterparts on EDC and USAID procurement and financial management, and coached on improving the organization's financial management system as needed.

Implementing Partners: Beyond Being Service Providers. Private technical-vocational institutions (TVIs) and non-governmental organizations (NGOs) with experience operating in MYDev areas enabled MYDev to expand geographically and scale up trainings. These organizations helped the program achieve and even exceed its targets for youth reached, completing trainings and obtaining national skills certification. MYDev worked closely with them to train youth on life skills and ALS or skills training, and extend post-training interventions to help MYDev graduates go back to school or place them in work opportunities. Working closely with MYDev Youth Development Coordinators, they provided employment facilitation and referrals, livelihood/ business coaching, youth group registration with DOLE and cooperatives, and scholarships for further skills training.

ELEMENTS OF SUCCESS AND LESSONS LEARNED

Strategic partnerships were achieved during the implementation of the program due to the following elements:

- 1. Building strong relationship with key agencies at the national level.** MYDev was a sub-regional program, implemented in select conflict-affected cities and municipalities in the southern part of the Philippines. MYDev achieving national recognition and prominence was fortuitous, ushered by the strong partnerships that MYDev forged at the local and regional levels through orienting specifically DepEd ALS and TESDA on the MYDev program and particularly on the life skills component; holding meetings to update the agencies on MYDev implementation progress and discussing opportunities for collaboration; sharing project outcomes; and holding courtesy calls by EDC officials visiting the country. Engaging with senior officials of key agencies at the national level raised the profile of the program, and established connections with policy champions that guided the program's alignment with national priorities, and acted on policy decisions for mainstreaming and scaling.
- 2. Harvesting the capacities of local implementing partners for sustainability of interventions.** MYDev invested in building the technical, administrative and financial management capacities of private TVIs and NGOs to implement the program's package of interventions, including the delivery of life skills, ALS, technical skills and post-training support to youth. Capacity building efforts ranged from creating an open and transparent work relationship to address challenges as they emerged to purposeful and planned trainings (e.g. ALS and Life Skills trainings, MIS training, financial and administrative orientations) and coaching sessions (e.g. one-on-one support on finance systems strengthening).
- 3. MYDev's partnership approach positioned the program and its partners for scaling in relatively rural areas** and pockets of urban populations where the concentration of OSY is highest.

INVESTING in youth & partn



erships



EDC employed a solid financial management structure for the MYDev program and all staff, from the technical team up to the senior management team, who contributed to the soundness of MYDev's financial management systems, policies and procedures. As a result, MYDev was well positioned for additional investment and prepared for reaching more youth.

Funding for the initial five years of the project was \$10,989,418. Given MYDev's successful implementation and positive results in that period and the emerging need to respond to the impact of the Marawi siege in 2017, MYDev was granted a one-year cost-extension with two fund increases in early 2018 (\$4,114,307 and \$835,000), bringing the total Award amount to \$15,938,725 to expand to three new locations, deepen interventions, and reach additional youth.

The cost-extension required that at least \$2,000,000 of additional funds be allocated to Marawi-related activities. As shown in the tables below, MYDev met and exceeded the minimum requirement.

Adaptable finance and operations systems. Over the course of the project the MYDev team was able to adapt the project's finance and operations systems to better serve the program's needs:

The geographical landscape of the ZamBaSul areas and the dispersed geographical coverage posed challenge for logistics and accounting arrangements. To address this, Youth Development Coordinators were given dual responsibilities (technical and administrative responsibilities when conducting technical activities in their areas), which paired with proper check and balances, proved to be an effective solution.

Increased financial absorptive capacity. With the cost extension MYDev quickly expanded to new areas and intensified implementation. This required financial systems and structures to adapt to a faster pace of implementation support and burn-rate. To respond to this, MYDev expanded its finance team and put in place tracking systems to increase the frequency of financial tracking and monitoring involving field and home office leadership. As a result, MYDev was able to effectively respond to increased burn-rates. Similarly, in earlier years, MYDev was able to lower or increase burn-rates based on program needs, as shown in a bar graph in the succeeding page.

MYDev Expenditures Summary – by Category

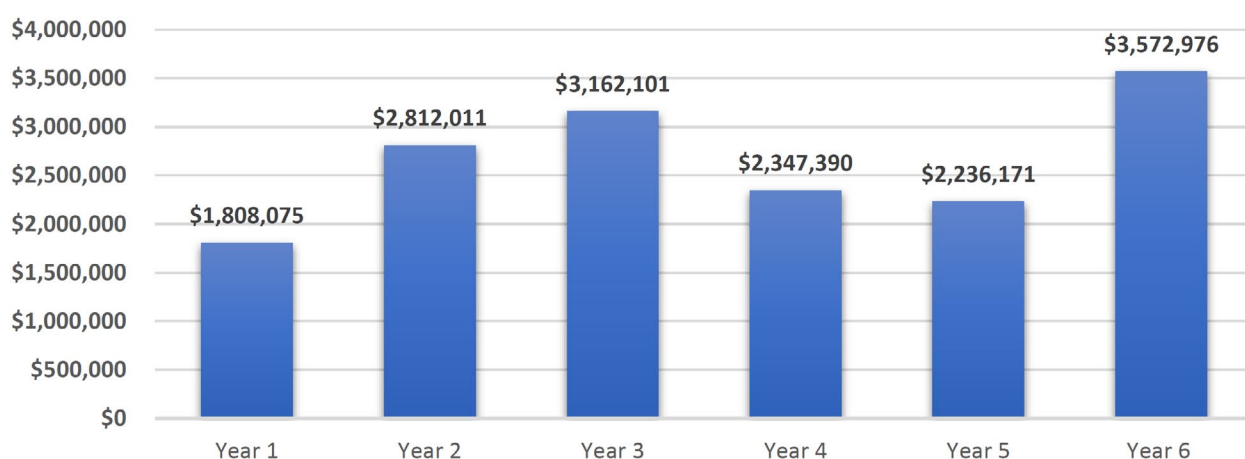
Description	Initial Funding (Year 1-5)*	Cost Extension per Mod12	Cost Extension per Mod14	Total Approved Budget	Actual	Variance	% of Budget Spent
Direct Costs	9,091,231	3,139,262	797,680	13,028,173	13,006,722	(21,451)	100%
Indirect Costs	1,898,187	975,045	37,320	2,910,552	2,932,003	21,451	101%
Total Project Costs	\$10,989,418	\$4,114,307	\$ 835,000	\$15,938,725	\$15,938,725	\$ 0	100%

*These figures are based on Mod 4 that revised the distribution between direct and indirect costs.

MYDev Expenditures Summary – by Funding Source

Description	Approved Budget	Actual	Variance
Non-Marawi	13,938,725	13,416,087	(522,638)
Marawi	2,000,000	2,522,638	522,638
Total Project Costs	\$15,938,725	\$15,938,725	\$ 0

MYDev Annual Expenditure



Strengthened finance and operations systems. To further strengthen the overall financial management system, several reviews and monitoring activities were put in place, which included quarterly review of financial documents conducted by the Home Office, an internal financial review conducted by the IDD Compliance Director, and the sharing of best practices through participation in EDC's Finance and Compliance Retreat (September of 2017).



A Program-relevant Cost Share Strategy. MYDev cost share strategy sought a balance between large private sector and small-to-medium local contributions. At a large scale, EDC established an institutional partnership with Books for Africa who donated textbooks and library books to all Youth Development Alliances in June 2018 to increase youth's access to learning materials.

At a local level and as part of MYDev's strategy to increase community participation and strengthen the social contract between youth and their communities, MYDev worked closely with local partners in all sectors, such as service providers, private sector, LGUs, and other government agencies, to generate contributions in various kinds to support MYDev program activities.

By June 2018, EDC had met its cost share obligation and reported a total amount of \$549,826.



As shown in this page, MYDev cost share contributions included a wide range of items and involved different donors with private sector and LGU representing the largest cost share contributions.

Investing in Partnerships through Subgrants

A wide range and growing number of local partners. In a span of six years, MYDev awarded and successfully completed 43 FAAs (see Annex 1 for details) across project sites with a total accumulated grant amount of Php 189,395,563 (estimated USD 3.9 million) to implement MYDev training packages such as Life Skills Only, Life Skills and ALS, and Life Skills and Skills Trainings, and small development grants during the first 5 years, and to deepen interventions and expand coverage to 3 new sites (Balo-i in Lanao del Norte, Saguiaran in Lanao del Sur and Iligan City) during the extension year.

SEAMEO-INNOTECH, as opposed to other service providers that focused on targeted geographical areas, was a critical partner covering all project sites and supporting MYDev from a strategic and fidelity of implementation standpoint throughout the entire 6 years of MYDev. SEAMEO INNOTECH's award focused on capacity building interventions for DepEd's ALS Program, operations research and technical assistance as needed for the areas of youth program design, development, management, monitoring, evaluation and quality assurance. Since March 2018, SEAMEO INNOTECH also covered capacity-building activities for YDAs and played an instrumental role during MYDev's transfer of approaches during the extension period.

Subgranting Process. MYDev's subgrant strategy was to work with small organizations given that MYDev areas were situated in remote locations and establish from the onset a capacity strengthening working relationship with implementing partners. Despite this, identifying credible and sustainable organizations to implement Life Skills and ALS or Life Skills and Skills Training programs in areas with security risk issues was initially challenging especially in Marawi City and Parang in Maguindanao. To respond to this, YDCs were tasked to personally reach out to TESDA and some implementing partners, and inquire and coordinate with qualified and interested organizations to submit proposals.

EDC identified Fixed Amount Awards (FAA) as the appropriate awarding mechanism considering the nature of the work and contextual characteristics. The graphic in the succeeding page summarizes the subgrant process used for each of the five subgrant rounds during MYDev, which included an evaluation committee composed of the technical and grants team with guidance and oversight from EDC Home Office.

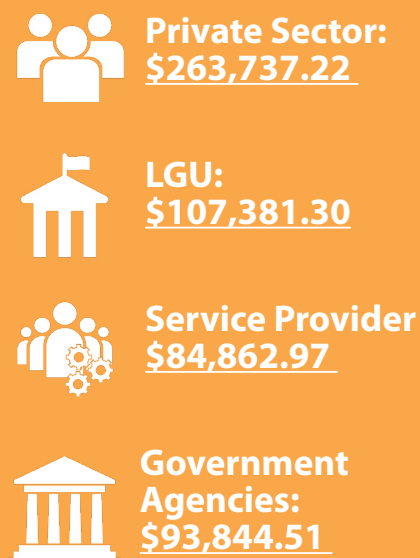


TOTAL MYDev COST SHARE CONTRIBUTIONS: \$549,826.00

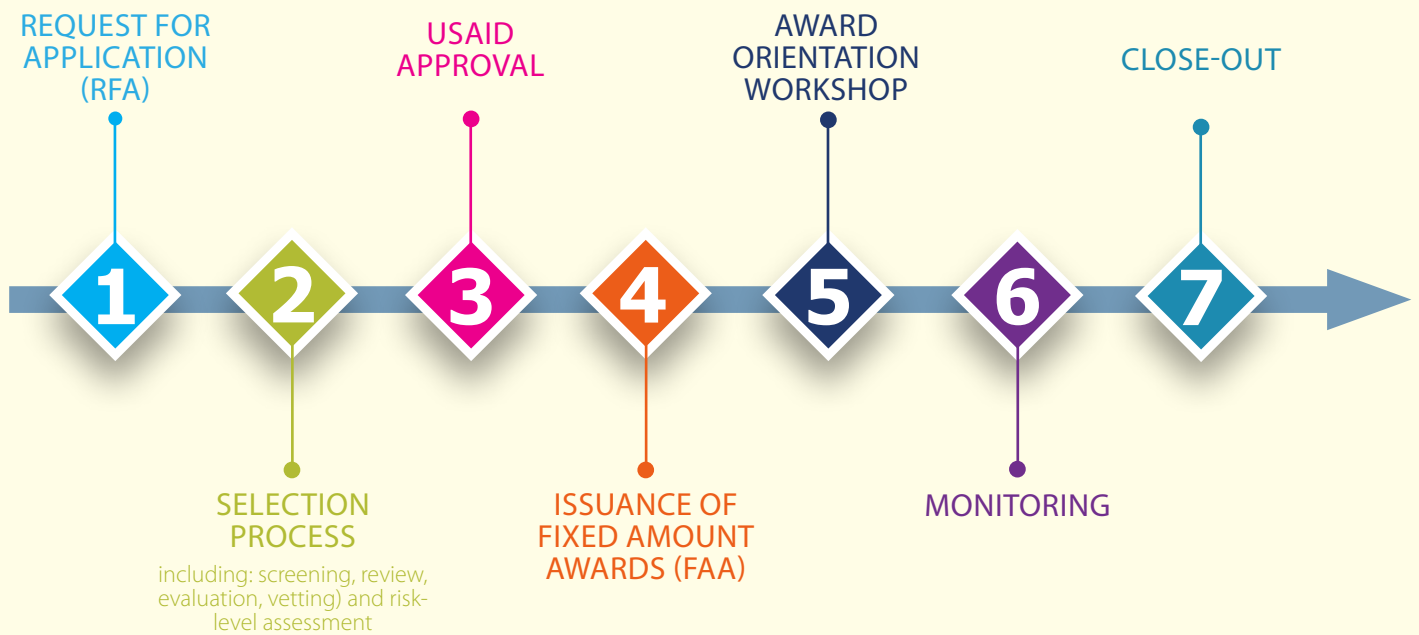
COST SHARE BY ITEM CATEGORY



COST SHARE BY DONOR



MYDev's subgrant process



Purposeful capacity strengthening approach. In the course of implementation, EDC took a capacity strengthening approach to working with implementing partners, in line with the USAID Forward Initiative.

Risk level and areas for improvement were identified during due diligence reviews, which provided EDC with information on where to focus capacity strengthening interventions. This required a coordinated effort between technical and financial strengthening, paired with constant coordination, communication and provision of guidance by the EDC technical and grants teams.

Technical strengthening (described in more detail in earlier sections), included interventions such as Life Skills Facilitators Basic and Refresher Trainings to deliver life skills trainings to youth according to quality standards set by EDC; ALS Instructional Manager Training to safeguard the quality of MYDev ALS Program implementation and equip implementing partners with a team of capable and qualified IMs; and MIS/M&E Training and Coaching to ensure that everyone was well versed on the utilization of MYDev's MIS Database System and MYDev MEL system and individual roles.



EXAMPLES OF LOCAL COST-SHARE CONTRIBUTIONS:

Provision of training venues and transportation services to learners between residences and training venues by BLGUs across MYDev sites.

Scholarships provided by MIT to 29 MYDev completers who passed the A&E examination to allow youth to pursue their chosen 3- to 5-year courses in its affiliate school, Sulu College of Technology (SCT).



Internal and financial systems strengthening included:

- Training and coaching sessions – A series of coaching sessions on financial management, frequent one-on-one support, and grants monitoring visits led to the improvement of implementing partners’ internal and financial systems.
- Partners Meetings – In FY 2015, EDC initiated quarterly partners meetings with subgrantees across project sites. These gatherings provided a venue for partners and senior MYDev leadership to discuss program updates and strategies, provide technical and operational guidance, share latest program news and information, and address challenges across program areas including finance.

The majority of the local partners significantly improved their internal systems and processes, which had a positive impact on program implementation and a lasting impact on their internal systems, as shown in the examples below. This also helped better position them for accessing and managing future resources from USAID or other donors.



Good practices learned during MYDev are adopted by MIT

MIT encountered some challenges in its procurement system and preparation of financial reports at the beginning of MYDev implementation in 2014. Over time, MIT Finance Officer demonstrated increased capacity in preparing the organization’s monthly financial report with high quality and on a timely manner. By the end of MYDev, some of the systems installed as part of the capacity building intervention, such as procurement and cash management systems, were fully institutionalized by MIT.

Improved Financial and Administrative Policies in HOPE



Initially, HOPE from Marawi City did not have proper documentation of its Financial and Administrative Policies. During MYDev, EDC provided thorough guidance and tools/templates to document internal policies. By the time HOPE completed its first FAA, fully developed Financial and Administrative Policies that align with generally acceptable accounting standards and practices was adopted by its officers.

Having a strong and reliable team has been a key factor for the MYDev program success. MYDev benefited from EDC's previous education projects in the Philippines that prioritized investing in the development of local technical expertise and instilling a strong sense of belonging to the organization.

Strategic hiring and high retention rates. Staff for most of the positions were in place in less than six months from the day the project started. Staff requirements for the extension period were also met within three months. Staff who were responsible for building partnerships locally and working closely with YDAs and implementing partners were hired from the locality to ensure effective and lasting partnerships throughout the project. Staff retention, which is critical to continuity of activities was high, with only six out of 45 staff leaving in 6 years. MYDev had the unique challenge of having four changes in the Chief of Party position, nevertheless, the strong local team remained focused and with a clear project vision throughout the project life.

Expanded roles and a growing team. To maintain a lean yet efficient staff team, some personnel had expanded responsibilities, which contributed to increased program cohesion and complementarity across departments. The Youth Development Specialists (YDS) assigned to the regional offices also served as office managers and had administrative and finance-related responsibilities. Similarly, operations in each cluster of sites were supported by an Administrative and Finance Officer (AFO).

As staffing requirements grew over the years, the regular core team was supplemented by short term consultants to support emerging program activities. For example, Life Skills Facilitators and Barangay Training Facilitators helped implement the Emerging Skills Training in 2015-2016, and local experts on violent extremism served as resource persons to help deliver the second module of Foundations of Resilience.



SOUND operations



SIX YEARS OF EFFICIENT PROGRAM MANAGEMENT



Committed Staff



Strategic Hiring and High Retention Rates

“ ONLY 6 OUT OF 45 STAFF LEAVING IN 6 YEARS ”

Expanded Roles and a Growing Team



High quality Home Office Technical Assistance



Upward Mobility and Professional Development



Representation in National and International venues



Security as a Priority



Compliance and Team Spirit

Upward mobility and professional development in response to evolving project needs. Management adjusted the organizational structure, moving qualified staff to greater responsibilities to address the changing needs of the project. During the extension period, for example, the positions of Technical Director, and Technical Advisors on Private Sector Engagement and Civic Engagement were created and fielded by existing staff, while a few other staff members were promoted to higher responsibility positions. MYDev also provided financial support for continuing learning through its Staff Development Program (SPD) to encourage staff to register for post-degree programs and short courses related to their line of work.

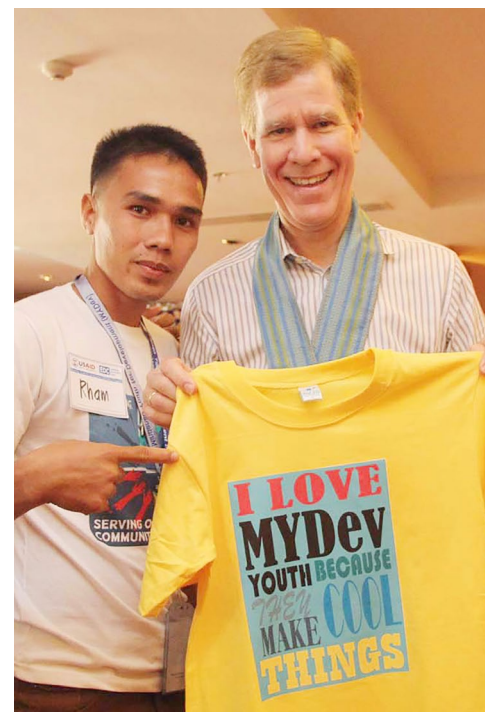
MYDev represented in national and international venues. MYDev provided staff with opportunities to broaden their development perspectives, strengthen their skills, and learn from the good practices of other projects. Technical staff attended various national and international conferences and forums as participants, presenters, or workshop facilitators, raising the profile of MYDev at national and international levels.

Examples of these events are the International Youth Conference facilitated by SEAMEO INNOTECH in Manila, attended by Youth Development Coordinators; Training on Conflict Sensitive Education by the International Network for Education in Emergencies in Jordan, attended by the COP and DCOP; EDC IDD Finance and Compliance Training in Kenya attended by the Finance and Grants Manager, Annual Comprehensive International Education Society (CIES) Conference in the US, attended by the DCOP together with a YDA member and youth leader; and the Volunteerism and Work-Based Learning Technical Summit in Rwanda attended by the Technical Director. The Chief of Party also attended the annual COP Summit in the US, sponsored by EDC. MYDev was also invited to national level events such as the ALS Forum and the Education in Emergencies Forum conducted by DepEd; the 2017 Education Summit conducted by DepEd, CHED and TESDA; and the National Literacy Council National Awards, among others.

Ensuring compliance and maintaining team spirit. MYDev complied with staff welfare and benefits as mandated by local labor laws and per EDC and USAID regulations. These included hiring and induction procedures, provision and timely processing of government mandated benefits. MYDev carried out quarterly Team Meetings to review accomplishments and plan for the succeeding quarter. Team building activities incorporated in the quarterly meetings helped strengthen the bond and maintain work commitment and harmonious working relationships among team members.

High quality and comprehensive EDC Home Office technical assistance. Another critical ingredient to the success of the program was the high quality technical and management assistance provided by the EDC Home Office. The Project Director, assisted by an International Program Coordinator, worked closely with the COP for overall technical and financial management oversight.

A Short Term Technical Assistant (STTA) was engaged for each of the following activities: Impact evaluation and MEL special studies; adaptation and development of Life Skills modules; development and testing of Foundations of Resilience modules; private sector engagement; and piloting of the Work-Based Learning approach. Home office short-term technical assistants also included a Financial Analyst, Security Director, Operations Director, and Project Associate Director that supports admin and finance operations. In-country visits and regular weekly calls among STTAs and MYDev management and specialists paved the way for exchange of ideas and concepts that resulted in innovations to project implementation. The visit of EDC President David Offensend and EDC Vice-President Nancy Devine reinforced home office support and inspired the local project team toward consistent, quality program delivery.





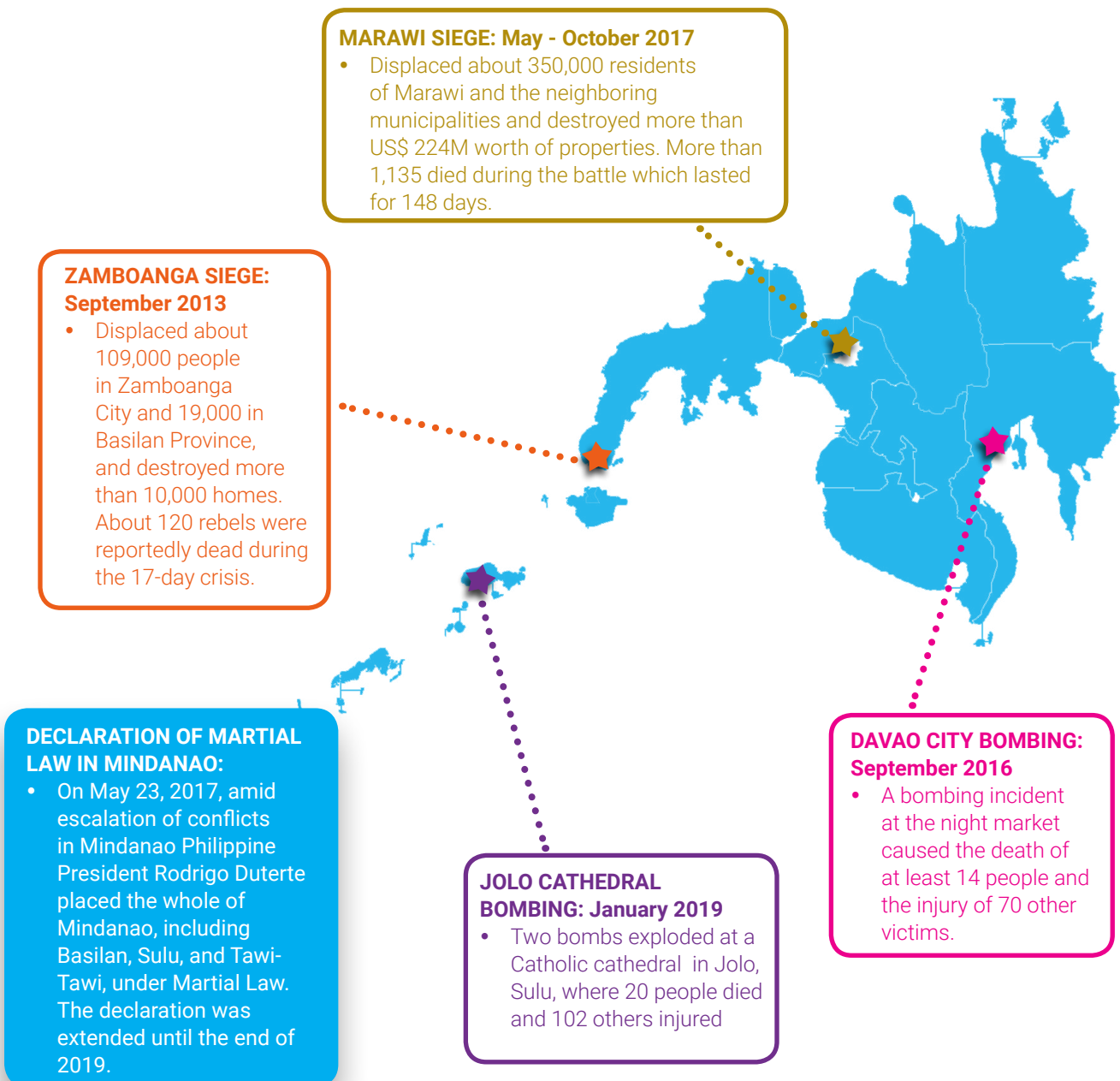
Effective administration and operations practices. From 2013-2018, MYDev covered eight sites, clustered regionally into the mainland sites including Marawi City, Cotabato City and Parang, Maguindanao; and the island sites composed of the cities of Zamboanga, Isabela and Lamitan, and Jolo and Indanan in Sulu. For accessibility, ease of communication, and efficient and timely staging of activities across the 8 sites, MYDev set up a main office in Davao City, and 2 field offices: the Cotabato City office serving Marawi, Cotabato and Parang; and the Zamboanga City office supporting Zamboanga City, Lamitan City, Isabela City, Jolo and Indanan. A major challenge was encountered in December 2014, when the Zamboanga Office located at the DepEd Region 9 compound was completely damaged due to a fire that also affected other buildings. MYDev moved to a room at the TESDA Region 9 compound until a separate office was set up also within the same compound. During the extension period, MYDev set up a third field office in Iligan City to support Marawi City, and three new sites—Iligan City, Balo-i, Lanao del Norte and Saguiaran, Lanao del Sur. The office was set-up expeditiously to avoid delays in implementation.

For efficient conduct of simultaneous activities across the eight and then eleven sites, the Admin team ensured that procurement of goods and services was on time and compliant to the project policies and procedures. With the help of home office TA, the MYDev Team developed a systematic and organized close out plan, that guided final processing of financial transactions, return of office spaces, staff separation, organizing and backing up of files, and disposal of assets to beneficiaries.

Security First. Operating in conflict affected areas posed a continuing challenge but did not substantially hinder project implementation. MYDev's agile implementation approach allowed the team to adapt plans to local context and reach targets while maintaining safety. As part of the program's security plan, MYDev developed a responsive communication line that ensured prompt information dissemination and feedback-giving across units and sites. A number of major security incidents happened during the life of the program: the Zamboanga City siege in Sept 2013; Davao bombing in Sept 2016; Marawi siege in May 2017 and the subsequent declaration of martial law in the whole of Mindanao which is still in effect until the present; and the Jolo cathedral bombing in January 2019. In addition, there were three national elections in the span of 6 years which tightened security across the region.

In order to successfully assess and act upon security challenges, MYDev relied on security advisories from Logistics, coordinated closely with other USAID Projects and LGUs, and followed guidelines from EDC's HO Security Director and security global network. During security incidents, MYDev carefully studied and decided on security measures and program adjustments to first and foremost, ensure safety and security of staff, partners, and beneficiaries while minimizing the negative impact on program interventions. Program activities were cancelled or postponed when necessary or moved to secure and safe areas. Safety and security has been a top priority from the beginning to the end of the project.

SECURITY INCIDENTS IN MINDANAO: 2013 - 2019



ELEMENTS OF SUCCESS AND LESSONS LEARNED

Ensuring sound operations was possible due to the following elements:

1. A clear and consistent project vision by the leadership team that was effectively communicated to all staff was the basis for creating shared goals and the driving force for the project team from the onset.
2. A mindful composition of the project team paid off. Careful selection of staff, adequate onboarding and project orientation, and staff support were key ingredients for a committed, cohesive, and long-lasting team over 6 years.
3. An efficient and adaptable operational management was key. Policies and procedures were in place at the very start and staff demonstrated flexibility to multi-task. Checks and balances were in place and compliance to policies and procedures were strictly followed.
4. Effective and open communication and coordination as well as safety and security were important priorities throughout program implementation because they ensured the safety of staff and helped increase effective collaboration among them.
5. Additional technical & management support (e.g. from home office advisors) helped significantly advance the quality of work and maintain dedication and commitment of project team.

Each of the main sections above stated elements of success and lessons learned for those particular program areas or departments. In addition to those, and reflecting on lessons learned of the overall program, there were cross-cutting elements that were essential in MYDev's successful implementation over the 6 years, which are described below:

Starting early on partnership building: MYDev focused on establishing the YDAs in the early stages of the program because they understood that successful alliances need time to form and mature. In addition, the team was vigilant about ensuring that the focus of the YDAs was to improve programs and services for vulnerable, out-of-school youth who do not always have access to, knowledge of, or confidence to engage in programs and services offered by the government or local community groups.

- It takes time to identify, and even more time to build the trust of the influential community and business leaders who are willing to spend time to identify solutions to challenges faced by the out-of-school youth.
- Using standard tools for developing and implementing plans, providing a space for all stakeholder including youth voices to be heard, transparency in decision making and ensuring accountability through the annual report card review.
- Sharing successes and innovations through the YDAs.

Instilling synergy and a collaborative learning process:

- With the YDAs and being agile and flexible to the needs of the specific community.
- With the government partners particularly DepEd and TESDA in the early years with DA, DOLE, DTI, and DOST to learn what is working, what needs to be adjusted and how to effectively engage local agency representatives. Also ensuring communication flow between the local representative and the regional/national representatives.
 - The government institutions providing additional training, such as TESDA for higher level certification, DA for specialized training such as in organic farming, and DOST on food safety.
 - MYDev youth successfully engaging in DOLE job fairs and DTI coaching programs on entrepreneurship
 - MYDev youth passers of ALS A&E test accessing scholarship programs of LGUs and educational institutions for continuing education.
 - With the youth through the youth networks and their activities

Setting systems for program delivery, tracking progress, and documenting outcomes. Well functioning systems proved to be as important as the effective approaches above for MYDev's successful implementation:

- With a complement of technical assistance from EDC home office, MYDev ensured that the program had a solid and rigorous monitoring, evaluation and learning system in place from the onset; developed tools for effectively measuring performance; installed a functional MIS to support data generation; and set up dashboards for tracking progress of technical programs implementation and communicating live data to wider audiences.
- EDC's Policies and Procedures Manual that included administration, human resources and security protocols, as well as finance and grants guidelines, enabled the overall smooth and systematic program delivery.
- Also contributing to MYDev's success is its strategic communications system, projecting inspiring stories and disseminating learning and results to a wide array of audiences through high quality reports and effective use of social media.



RECIPE for success



SHARING THE MYDev LEG

transfer of approaches, & close-out



ACY: Dissemination of results, t (April 1 – July 5, 2019)



The way that a program wraps up and ends activities is as important as the way it starts up. In the case of MYDev, start-up in 2013 was efficient, expeditious and effective. Thus, MYDev took a thoughtful, coordinated, and mindful approach to ending program activities from a programmatic, financial, and operational standpoint. Most of the activities described below took place during the last quarter of the program (April 1 to the end of the program, July 5, 2019), but some started as early as in February.

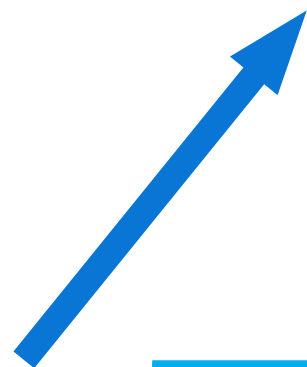
Multi-level close-out activities to celebrate successes and increase sustainability. Recognizing the critical role of stakeholders at all levels for the successful implementation of the program, MYDev organized closing activities at all those levels in order to share program accomplishments and impact, acknowledge stakeholder contributions in achieving the results, and address unique close-out needs and final steps to strengthen the sustainability, adoption and ownership of MYDev materials and approaches in the future:

- **Municipal/City-level Summits (April-May 2019):** these 1-day events brought together barangay officials, YDA members, implementing partners, youth network leaders and new youth completers in each of MYDev's 11 sites over a 3-week period. Program accomplishments were shared and barangay officials, as well as partners were recognized for their contributions.

The local youth summits also featured sharing by youth leaders of their experiences of transformation to new completers, learning sessions on emerging topics and issues that concern the youth, along with fun-filled activities that encouraged camaraderie and continued connectivity among MYDev youth networks.

A distinct characteristic of these summits was that they were led by the Youth Alumni Networks, and supported by YDAs in each MyDev site. This helped reinforce the leadership role that youth play in their communities and solidify a sense of ownership and commitment to further support their communities. Overall, the event celebrated program successes and partnerships, positioned the YDAs as a continuing mechanism in support to youth, and provided the MYDev youth the opportunity to learn and inspire each other to become advocates for peace and positive change in their communities.

- YDA Sustainability Meetings:** In addition to the Summits, Youth Development Coordinators in each city/municipality conducted a final round of meetings with their respective YDAs to formally close MYDev program activities on site and transfer tools and approaches to YDAs in support of the implementation of their plans. YDAs reiterated their commitments to implement their plans, continue using the tools and approaches that they have been using under MYDev, and explore other innovative strategies to sustain their effectiveness as YDAs. MYDev promoted and supported YDA's adoption of tools and approaches, for example, by conducting an orientation of YDAs on WBL in the 6 pilot sites --the cities of Cotabato, Iligan and Lamitan, as well as Parang in Maguindanao and Jolo and Indanan in Sulu. The YDAs appreciated the peer coaching process as a bridging strategy towards wage and self-employment of youth. The Iligan City YDA will continue the program through the city Youth Affairs Office, initially targeting 100 MYDev youth completers and ALS learners. Other sites are also interested in continuing WBL and are exploring funding sources for a more detailed orientation of YDAs and for training additional coordinators and peer coaches.
- Regional Youth Summits** (February 20-21, 2019 for Cotabato, Parang, Marawi, Iligan, Balo-i and Saguwaran; and February 27-28, 2018 for Zamboanga, Isabela, Lamitan, Jolo, and Indanan). With the theme MYDev Youth Journey of Transformation, the regional youth summits showcased the best practices of youth networks and youth testimonies of how their learning and experiences with the MYDev program helped them to overcome challenges and succeed in their chosen pathway.
- YDA and Youth Network Summit including all MYDev sites (April 10-11, 2019):** in line with the event's theme Celebrating Partnerships for Mindanao's Youth, the two-day event brought together MYDev's direct beneficiaries and partners -the YDAs and Youth Alumni Networks from all 11 sites to highlight their good practices and celebrate their successes, share their vision as champions of positive youth development in their communities, as well as express their commitment to sustain their gains as YDAs and youth networks. During this event, YDAs and youth networks extended their deep appreciation to USAID for the six years of successful implementation of the MYDev Program, the strong bonds formed among YDA members, and the positive outcomes on youth.
- Lessons Learned Workshop (April 12, 2019):** In line with MYDev's commitment to results-oriented and effective project management, the program undertook a lessons learned workshop in partnership with SEAMEO-INNOTECH, who led the facilitation and documentation of the workshop. Participants included selected YDA members, youth representatives, and implementing partners from all 11 MYDev sites as well as MYDev's technical programs, MEL and Communications teams. Working and reflecting together, participants gathered learnings, success factors, effective processes, and innovative practices/approaches as well as recommendations for improvement and opportunities for future positive youth development interventions in Mindanao and in the country, much of which has informed this final report.



YDA AND YOUTH SUMMIT INCLUDING ALL MYDEV SITES (April 10-11, 2019)



MUNICIPAL | CITY-LEVEL SUMMITS (April-May 2019)



YDA SUSTAINABILITY MEETINGS (April-May 2019)





- **Dissemination of Results Sharing and Approaches** (May 3, 2019): National and regional level representatives of key partner agencies, donors and donor-assisted programs, YDA representatives and youth leaders participated in MYDev's close-out event dubbed as Journey of Youth Transformation. The event served as a venue to disseminate results of a documentation of YDAs and their practices conducted by SEAMEO-INNOTECH and the results of MYDev' FY17 Impact Evaluation and FY18 Performance Evaluation. A highlight of this event was the hand-over of MYDev's Life Skills Curriculum to DepEd and TESDA with a commitment ceremony where each national entity confirmed the integration of MYDev's Life Skills Approach into their respective training offerings.

Measuring, substantiating and documenting MYDev's impact and Informing future youth programming. Strong emphasis was given to three MEL studies during the last quarter, conducting data analysis, holding sense-making sessions, and preparing materials to disseminate study results with various audiences. In preparation for the national-level dissemination of results and approaches discussed above and prior to sharing study results more widely, MYDev held a series of preliminary presentations of the MEL studies to USAID for comments, refinements and recommendations, as follows:

- FY2017 Impact Assessment and FY2018 Performance Evaluation results were shared with the USAID Office of Education on March 28, 2019 and with the USAID Mission Director, Deputy Mission Director, Offices of Education; Economics, Democracy and Governance and other key USAID offices, and US Embassy representatives on April 26, 2019;
- Social Network Analysis Study preliminary findings were presented to and discussed with the MYDev AOR on April 11, and final results shared with the MYDev AOR on May 27, 2019;
- Outcomes Harvesting results were shared with the MYDev AOR during a sense-making session on May 27, 2019.

Final reports particularly on the MYDev Impact Studies and Performance Evaluation will also be shared with DepEd and TESDA national offices.

Scale-up and quality assurance. The hand-over of the Life Skills materials to DepEd ALS were followed through with a meeting with Assistant Secretary G.H. Ambat to share a technical guidance document to ensure quality assurance in the scaling up of life skills training of trainers and youth. MYDev's learner assessment process and impact studies were also shared with the agency. A similar quality assurance guidance document has been prepared for TESDA.

Coordinated close of administrative and financial operations. The closing of technical activities described above was accompanied by a comprehensive close-out of administrative and financial operations led by the program team with support from EDC home office. The close-out process is discussed in detail under the Administrative and Finance and Grants sections of this report.

DISSEMINATION OF RESULTS SHARING AND APPROACHES (May 3, 2019)



YOUTH NETWORK MEETING INCLUDING ALL SITES (May 1, 2019)



LESSONS LEARNED WORKSHOP (April 12, 2019)



SUSTAINABILITY MEETINGS (May 2019)



REGIONAL YOUTH SUMMITS (February 20-21 & 27-28, 2019)



RECOMMENDATIONS for f

Based on EDC's experience working in the Philippines, including MYDev's work with vulnerable youth in Mindanao, we offer the following priority recommendations for future youth programming:



A sustainability mechanism should be identified from the beginning of the program. A local structure for sustainability and a clear plan for institutionalizing approaches and strategies more widely help create a program environment that addresses and paves the way for sustainability and institutionalization throughout implementation as a natural part of the program. Future programs should prioritize sustainability and institutionalization early on, rather than treating it as an added-on element towards the end of the program.



Transferable life, leadership, and work readiness skills contribute to a holistic approach and should be considered in future youth programming. Life skills proved to be a powerful asset for youth that impact real-life situations in all aspects of their lives, namely, family, work, and community life. Life, leadership, and work readiness skills should be part of future programs to enable youth to succeed as leaders and positive members in their communities as well as in any track that they may choose, be it further education, formal employment, or self-employment.



Youth programs should include resilience skills to establish a solid foundation for lifelong learning and success. Although MYDev started with a more purposeful intervention on youth's resilience as a response to local violence, resilience skills training was confirmed to be a character-building initiative and powerful skills for youth from all walks of life, regardless of varying levels of exposure to violence. Considering the vulnerability of out-of-school youth and youth in general, they do not need to experience an emergency or security incident to build resilience; it should be part of any youth programming going forward, especially in a Mindanao-context.



Future youth programming



Youth should be empowered to be catalyzers of positive change, not mere recipients of trainings. Basic education and technical trainings alone are helpful, especially for youth with scarce resources. When combined with interventions that empower youth to participate in positive change, to express themselves, to advocate for themselves, and to lead activities to better their communities, the impact that the program has on youth is exponentially larger. Future programs should aim at finding ways to actively engage and empower youth.



Youth programs should have a comprehensive strategy for youth accompaniment and post-training support. Whether youth pursue further education, employment or other livelihoods, the support provided to youth after the main program intervention can determine the success of the intervention. Future programs should build in strategies to actively engage the private sector and other support systems for youth to thrive.



An agile and adaptable approach should be used to enable programs to respond adequately to changing needs. Well-thought out plans yield more positive results in the long term if they have flexibility to respond to constantly evolving needs. Future youth programs should have an approach that is able to quickly and effectively adjust to changes in the local economy, security environment, political trends, and youth's preferences.




Communications should be youth-inclusive. Rather than having a communications team operate as a separate line of work to support implementation, future youth programs should engage youth actively and meaningfully in communicating successes and accomplishments.



ACRONYMS & abbreviations

A&E	Accreditation and Equivalency
ALS	Alternative Learning System
ARMM	Autonomous Region in Muslim Mindanao
BLGU	Barangay Local Government Unit
CAT	Capacity Assessment Tool
CSWDO	City Social Welfare and Development Office
DA	Department of Agriculture
DAF-ARMM	Department of Agriculture and Fisheries-ARMM
DALSC	District ALS Coordinator
DAP	Development Assets Profile
DepEd	Department of Education
DILG	Department of Interior and Local Government
DOLE	Department of Labor and Employment
DSWD	Department of Social Welfare and Development
DTI	Department of Trade and Industry
EDC	Education Development Center, Inc.
FLT	Functional Literacy Test
FoR	Foundations of Resilience
FY2018	Fiscal Year 2018
HOPE-HI	Hope Healthcare Institute
IDP	Internally Displaced Person or People
IM	Instructional Manager
IR	Intermediate Result
LGU	Local Government Unit
LoP	Life-of-Project
MACFI	Mindanao Autonomous Colleges Foundation, Inc.
MIT	Mahardika Institute of Technology
MPDC	Municipal Planning and Development Coordinator
MT	Mobile Teachers
NC	National Certificate
NDU	Notre Dame University-Cotabato City
NFI	Nagdilaab Foundation Inc.
OSY	Out-of-School Youth
OSYDA	Out-of-School Youth Development Alliance
RFA	Request for Applications
PESO	Public Employment Service Office
PWD	Persons with Disability
Q (2,3,4)	Quarter (2,3,4)
SEAMEO-INNOTECH	South East Asian Ministers of Education Organization Regional Center for Educational Innovation and Technology
TESDA	Technical Education and Skills Development Authority
ToT	Training of Trainers
USAID	United States Agency for International Development
USG	United States Government
VAWC	Violence Against Women and Children
YDA	Youth Development Alliance
YDC	Youth Development Coordinator
YDG	Youth Development Grant
YDS	Youth Development Specialist
YPS	Youth Perception Survey
ZABIDA	Zamboanga-Basilan Integrated Development Alliance
ZPST	Zamboanga Peninsula School of Technology

A portrait of a young woman wearing a bright red hijab and a black blazer over a light blue and white striped shirt. She is smiling and looking directly at the camera. The background is slightly blurred, showing what appears to be a computer workstation.

“We were out-of-school youth, but you made us outstanding youth.”

Nursiya Malaguitt of Lamitan, Basilan
Completed Digital T-shirt Printing in 2016
Now a part-time computer instructor
and AutoCAD student



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