

YouthWorks PH

Request for Proposal

Consultancy to Support the Implementation of YouthWorks PH
Monitoring, Evaluation, and Learning (MEL) Activities

RFP NO. 2018-YW-004

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1.0 Executive Summary

YouthWorks PH, a five-year, private-sector led initiative that aims to improve the relevance and quality of workforce development (WFD) programs for marginalized and at-risk youth not in employment, education and training (NEET), announces the availability of approximately PHP 8 million total costs for a subaward to fund a monitoring, evaluation, and learning (MEL) technical assistance project. The objective of the project is to provide comprehensive support for any project evidence-related need, from establishing a solid theory of change as a basis for quality results measurement to setting up a robust MEL system, which includes implementing a performance and youth employment focused impact evaluation and offering practical advice on ensuring that evaluation evidence is taken up in policy formulation processes.

The duration of the project will be a maximum of five years (60 months) from the effective date of the award. Key MEL activities will begin with baseline data establishment to support realistic activity targeting, development of appropriate systems for tracking implementation progress and early results, as well as securing partners' buy-in of the YouthWorks PH's MEL system and processes.

2.0 Project Background

- 2.1 Economic exclusion of the youth has been a growing concern in recent years as Filipinos ages 15-24 continued to account for almost half of the country's unemployed. Global bodies like the International Labor Organization (ILO) and the World Bank (WB) estimated that one in every four Filipino youth are NEET. Even though the economy has been expanding in previous years, there is a downward trend in overall unemployment rates, despite many of the youth NEETs having some high school or college education.
- 2.2 Experts point to the existing skills mismatch – i.e., members of the workforce not having competencies required by employers – and related problems like poorly equipped training institutions, low employers' regard for young job seekers' capabilities, weak access to labor market information, and low private sector investment in training as behind the high youth NEET level. Most of these problems point to the lack of any systematic and sustained WFD-related planning and implementation among concerned stakeholders.
- 2.3 Philippine Business for Education (PBE) is a non-profit organization established in 2006 by the business community as its concrete contribution to sustained education reform efforts in the country. Since 2012, the group has been implementing WFD-related initiatives designed to make the educational system more responsive to the economy's needs for inclusive growth and promote private sector support to human resources development.
- 2.4 In line with such initiatives, PBE has recently embarked on five-year youth education and employability project, in partnership with the USAID, through its Global Development Alliance (GDA). YouthWorks PH aims to improve the relevance and quality of workforce development programs for marginalized and at-risk youth NEET by facilitating increased involvement of business firms and other stakeholders in WFD interventions. These interventions include career guidance and job matching, life skills development sessions, on-the-job training, actual employment facilitation, and monitoring.
- 2.5 As part of YouthWorks PH's effort to establish clear implementation targets and set up a viable monitoring, evaluation, and learning (MEL) system for assessing its performance and results over the project's lifetime, the project seeks to engage a partner to support the implementation of the planned MEL activities for the life of the project. This includes, but is not limited to, baseline research, emerging outcomes tracking, tracer study for the pilot cohort of youth NEET trainees, internal mid-

term and final performance evaluations including identification of lessons learned and success stories, and summative impact evaluation.

- 2.6 Key MEL activities will begin with baseline data establishment to support realistic activity targeting, development of appropriate systems for tracking implementation progress and early results, as well as building the capacity of YouthWorks PH's implementation team and partners on the procedures, tools, and protocols of the project's MEL system and processes. These activities are discussed further below.

3.0 Key MEL Activities

- 3.1 **Baseline research.** The proposed study will build on the initial scanning of available data on youth NEET and on relevant programs to address the sector's needs conducted by the YouthWorks PH. Apart from establishing starting conditions for the identified project output and outcome indicators, the baseline research will look into more site-specific (i.e., with regard to the seven target LGUs¹) information on youth NEET's psychosocial characteristics, factors that contribute to or influence their being NEET, and level of and gains from interventions focused on youth NEET. It will also look into sector-level interventions tested and required in the identified growth sectors² for the project. The study's results are intended to provide additional inputs in finalizing the activity's initial targets before the actual run of the pilot phase. The objectives and approaches of the baseline research are discussed further in Annex 2.
- 3.2 **Development of MEL Toolkit for a range of project interventions.** This toolkit will assist the project to better measure, target, monitor, and evaluate specific components and cross-cutting themes, and will contribute to the overall body of knowledge on how best to monitor and evaluate workforce development projects targeting youth NEET. The MEL Toolkit will address specific monitoring, evaluation and learning needs for the identified project components and cross-cutting themes in YouthWorks PH's existing MEL framework. The specific components and cross-cutting themes to be addressed are industry partnerships, work-based training, policy advocacy and reform, gender and diversity, persons with disabilities, and sustainability. The performance indicator for these specific components are listed in Annex 3. This would involve development of profiling and monitoring tools that would allow tracking of each trainee as they go through the interventions (i.e., life skills training, work-based training, career guidance and employment facilitation) and provision of input to the online information system that will be set up by the project to facilitate easy data consolidation, initial processing, visualization, and retrieval among the core implementing team and institutional partners.
- 3.3 **Emerging outcome tracking initiatives.** Tracking and documentation of possible early changes in terms of involvement of the private sector, academe and government in YouthWorks PH approaches, and enhanced competencies of youth trainees particularly of the pilot cohort will be conducted through change story-gathering processes towards the end of the year one. This will involve key informant interviews and focus group discussions with the stakeholders including the target youth group. The stories and related insights will be packaged for dissemination as printed briefs and other IEC materials aimed to generate more interest and traction for YouthWorks PH in the succeeding years. A more rigorous process for gathering evidence for early outcomes will be initiated during the last quarter of year one with the design and contracting of a tracer study for the pilot cohort.

¹ NCR, Cebu City, Iloilo City, Zamboanga City, Cagayan de Oro City, Davao City, and General Santos City

² Agriculture, Banking and Finance, Construction, Energy, Hospitality and Tourism, and Manufacturing

- 3.4 **Summative impact evaluation.** An impact evaluation will be undertaken by the project as part of internal final to improve or reorient an intervention (i.e., for formative purposes) or to inform decisions about whether to continue, discontinue, replicate or scale up an intervention (i.e., for summative purposes). The findings of an impact evaluation can be used to improve implementation of the project for the next intake of participants by identifying critical elements to monitor and tightly manage.
- 3.5 **MEL training for YouthWorks PH's implementation team.** YouthWorks PH is committed to ensuring its MEL system's relevance and usefulness in the context of the institutional partners' (i.e. business establishments and technical vocational schools) own workforce and curricular development needs. In this regard, it will support their substantive involvement in the development of its MEL plans and in subsequent implementation of relevant MEL initiatives by orienting them on the system's components and processes. A training workshop for YouthWorks PH's core implementation team will be organized to train them on the procedures, tools and protocols of the project's MEL system to prepare them on the task of providing future technical support to the partners' MEL focals. This is in line with partnership targets for the first year, of training 30 MEL focals (coming from industry and academe partners) on YouthWorks PH's MEL system.
- 3.6 **Performance evaluations.** Internal mid-term and final evaluations will be carried out to assess the relevance of the project design as it relates to national policy frameworks, as well as to review the efficiency, effectiveness, and sustainability of outcomes, and assumptions that contribute to broader development impacts. These will be used to improve project performance and contribute towards organizational learning and enhance development results along a continuum of short-term to sustainable long-term chain of results. This also serves as an opportunity to feed lessons learned into the decision and policy development process of project stakeholders, including donors and national partners. See Annex 4 for the list of proposed evaluation questions for mid-term and final evaluations.

4.0 Project Strategies

- 4.1 **Work-based training (WBT) for youth** - Core to this initiative is the establishment of work-based training opportunities which will provide youth NEET with life and technical skills to enable them to join the workforce. This entails the development of a menu of market-responsive training options that are enterprise-based and meet learners where they are in terms of educational attainment (Grade 10, senior high school dropout, college dropout or unemployed college graduate), providing them with upskilling pathways to move from low, to middle, to high level skills.
- a. **Life skills training** - Through a partnership with the Education Development Center (EDC) and Accenture's Skills to Succeed Academy, life skills modules will be developed to tailor fit the needs of Filipino youth NEET. This will be informed by insights from the four-year run of DOLE's JobStart Program (JSP), which includes a similar component on life skills, and from the current efforts of TESDA in integrating 21st century skills in technical vocational training.
 - b. **Work-Based Training (WBT)** - Taking its cue from the dual training system (DTS) model, this component will be co-developed by companies with partner educational institutions and will be anchored on Training Regulations (if available) or Curriculum Competency and Standards (for new fields with no developed Training Regulations). WBT will also include workplace training and exposure, continued career guidance and certification.

- c. **Training of trainers (TOT)** - To equip trainers/mentors from both academe and industry, programs will be developed and provided prior to the implementation of WBT for youth NEET. For in-school trainers, life skills training and industry exposure will be provided alongside the Trainers Methodology (TM) program (if required), while for in company trainers, lessons in adult pedagogy and career guidance will be cascaded. This is over and above certifications for the National Certification (NC) level of training programs to be offered (if required).

4.2 Industry partnerships

- a. **WBT programs developed** - The primary component of partnerships with employers is their commitment to create and fill work-based training positions for youth NEET. This will be done in coordination with a partner academic institution who will deliver the school-based training. MOUs will be signed with partners to outline positions and number of slots they will open for a given year.
- b. **Formation of sector skills councils** - An employer-led coalition per sector (in the identified growth sectors) will be created under the project. These councils will be tasked to define the skills requirements and standards within their own sector and will work with the academe to ensure that curricula are informed by industry needs. Both individual business establishments and associations will form part of the council.
- c. **Establishment of GIA councils** - The creation of local GIA councils is necessary as these serve as the venue for government, industry and academe to collaborate, generate support and develop policies that address human capital development. The establishment of GIA councils in the project sites is seen as a sustainability mechanism to ensure the continuation of projects after YouthWorks PH. PBEEd, through the HEPP, has established five GIA councils in the country—including Zamboanga and Iloilo— which will be used as models.
- d. **Support to the National Industry-Academe Council (NIAC)** - The NIAC will serve as the advisory board to ensure that the project pursues the right interventions. At the moment, the governing board of the NIAC consists of 24 members, all of which come from the higher education sector and industry. We will expand the membership to include TVIs, and relevant government agencies will be invited as observers. PBEEd is currently acting as the secretariat of the NIAC, but operational support will be provided to establish a separate secretariat for the council.
- e. **Conduct of Workforce Development Summits** - Beyond the local GIA councils and the NIAC, we recognize the need to expand the platform for other stakeholders to be engaged in the discourse. To that end, regular workforce development summits will be conducted to allow a greater number of decision-makers—business executives, heads of academic institutions, and policy-makers from the government—to discuss current challenges and develop forward-looking policy recommendations on workforce development.
- f. **Training (articulating job requirements, job projections)** - The partnership with industry also seeks to enhance the capacity of their personnel. Beyond the creation of WBT positions, relevant representatives of the partners will undergo training such as job projection and competency-based hiring. These training form part of their upskilling for them to shift from outdated institutional practices such as credential-based hiring that contribute to larger issues on human capital development.

- 4.3 **Policy advocacy and reform.** This component focuses on working with government partners at the national (DepEd, CHED, TESDA, and DOLE, among others) and local (local chief executives, local legislative councils, PESO Centers, TESDA Regional Offices, and DepEd division offices) levels, in (1) the design and accreditation of WBT programs to be developed in the growth sectors and priority sites, for the youth NEET trainees; (2) the mobilization and development of localized avenues for government, industry and academe partnerships, and the mobilizing of youth NEET participants; and (3) the sustainability and scaling of efforts following the five-year effort, particularly in its ability to improve the broader workforce development policy environment, through policy advocacy and reform.

To provide a knowledge base to these efforts, YouthWorks PH will endeavor to fill gaps in quantitative and qualitative studies of youth NEET in the Philippines through policy research and discussion papers and will develop a policy map of workforce development related policies at the national and local levels. These will inform efforts in training and partnership while, in parallel, shaping other forthcoming sustainability initiatives to ensure the longer-term impact of efforts. Learnings will then be socialized with and advocated to key leaders in the industry, academe, and government at the national and local levels, surfacing champions from within the sectors to push for necessary policy reforms.

5.0 Key deliverables

5.1 Phase 1: Baseline research, evaluability assessment and design

- 5.1.1 **Inception report** for the proposed engagement, including detailed concept notes on proposed research design and methodologies for the baseline study, initial outcome tracking, performance (mid-term and final) and impact evaluation, integrating inputs and comments resulting from preliminary consultations and discussions conducted with YouthWorks PH staff and partners, and drafts of proposed data-gathering and analysis processes and tools.
- 5.1.2 **Draft baseline research report** collating key information and analyses addressing the specific baseline research objectives outlined in Annex 2, including other useful areas of inquiry related to youth NEET and workforce development initiatives in the identified YouthWorks PH project sites that may be identified and decided upon by the baseline researcher/s with the MEL Specialist and the YouthWorks PH project team.
- 5.1.3 **Presentation of key research findings** in workshops or meetings with the YouthWorks PH project team, PBED, USAID/P, and other institutional partners to validate the baseline research results, discuss the study's recommendations, and help identify and refine plans for next steps/actions.
- 5.1.4 **A final research report** collating revised versions of deliverable outlined in section 5.1.2 above, based on and integrating the results and recommendations from the multi-stakeholder validation and planning workshop/activities mentioned in section 5.1.3 above, including the MEL Toolkit developed for a range of project interventions.
- 5.1.5 **Policy briefs** on key findings and learnings on (1) Who are youth NEETs and why are they NEET, (2) What have been past or ongoing efforts of government at the national or local levels, and their respective impacts and insights, to address the needs of youth NEETs?, (3) Existing training programs offered by the private sector.

5.2 Phase 2: Mid-term evaluation and emerging outcome tracking

- 5.2.1 **A proposal** that provides information on the evaluation design, as well as a set of evaluation questions will be presented and finalized based on comments from YouthWorks PH and USAID/P.
- 5.2.2 **Draft evaluation report** collating key information and analyses addressing the key evaluation questions outlined in 5.2.1, including other useful areas of inquiry related to youth NEET and workforce development initiatives in the identified YouthWorks PH project sites that may be identified and decided upon by evaluator with the MEL Specialist and the YouthWorks PH project team.
- 5.2.3 **Presentation of key evaluation findings** in workshops or meetings with the YouthWorks PH project team, PBED, USAID/P, and other institutional partners to validate the evaluation results, discuss the study's recommendations, and help identify and refine plans for next steps/actions.
- 5.2.4 **A final report** the evaluator will incorporate comments as they deem appropriate and submit the final report to the YouthWorks PH project team for acceptance.
- 5.2.5 **Policy briefs** on key findings and learnings on (1) Training for youth, the organized process of acquiring knowledge or a set of skills required for a particular type of job or profession. For example: enrollment in training; completion of training; achieving competency standards; improving non-cognitive skills; increasing capacity of local training institutions; teacher training; curriculum development. (2) Employment services – assisting youth NEET in pursuing and securing employment. For example: placement in WBT; job search assistance; job placement; and financial assistance for job search.

5.3 Phase 3: Final performance and summative impact evaluation

- 5.3.1 **A proposal** that provides information on the evaluation design, as well as a set of evaluation questions will be presented and finalized based on comments from YouthWorks PH and USAID/P.
- 5.3.2 **Draft evaluation report** collating key information and analyses addressing the key evaluation questions outlined in 5.3.1, including other useful areas of inquiry related to youth NEET and workforce development initiatives in the identified YouthWorks PH project sites that may be identified and decided upon by the evaluator with the MEL Specialist and the YouthWorks PH project team.
- 5.3.3 **Presentation of key evaluation findings** in workshops or meetings with the YouthWorks PH project team and institutional partners to validate the evaluation results, discuss the study's recommendations, and help identify and refine plans for next steps/actions.
- 5.3.4 **A final report** the evaluator will incorporate comments as they deem appropriate and submit the final report to the YouthWorks PH project team. The expected outcome of this evaluation is a concise Evaluation Report as per the proposed structure:
 - Cover page with key project and evaluation data
 - Executive summary
 - Acronyms
 - Description of the project
 - Purpose, scope and clients of the evaluation

- Methodology
- Clearly identified findings for each criterion
- Conclusions
- Recommendations
- Lesson learned and good practices
- Annexes

5.3.5 **Policy briefs** on key findings and learnings on (1) Active labour market programmes (ALMPs) for young people such as employer side wage subsidies (2) Return on investment – The profitability ratio comparing project expense with project outcome. For example: beneficiaries with improved outcomes over dollars spent.

6.0 Management arrangement and workplan

- 6.1 The partner shall assign a Project Manager who will directly supervise the team assigned for the project, and who will liaise closely with the YouthWorks PH MEL specialist throughout the period of engagement to ensure the timely implementation of the workplan.
- 6.2 Annual planning and alignment meetings (at least twice a year) between YouthWorks PH and the partner shall be organized to ensure strategic planning and regular coordination in the implementation of the workplan.
- 6.3 The YouthWorks PH project team shall provide the partner with copies of project documents, including its results framework, project implementation plans, and data or information resulting from the initial baseline mapping activities (see Annex 1) as guidance in the design and implementation of MEL initiatives.
- 6.4 The project team shall finalize with the partner the list of respondents from staff, partners and resource persons for the planned key informant interviews and focused group discussions, and it shall make necessary coordinations for such interviews or meetings, including schedules, appointments and travel.
- 6.5 The project team shall set up an online information system to facilitate easy survey data collection, consolidation, initial processing, visualization, and retrieval among the survey team and institutional partners, in consultation with the partner. This system will be used for the outcome tracking initiatives to track and document possible early changes concerning the involvement of the private sector, academe and government in YouthWorks PH approaches. The design of this system will follow the guidelines from MEL Toolkit that will be developed by the partner. The institutional partners as end user of the system will be in charge of entering and updating the information in the system.
- 6.6 The project team shall provide necessary logistical and staff support in the conduct of proposed validation workshop, including but not limited to selection and invitation of participants, arrangements for workshop venue and travel of participants, and other similar tasks as may be determined later with the consultant/researcher.
- 6.7 The project team, through the MEL specialist, shall provide overall supervisory and administrative support to the partner, including monitoring and follow-ups on key deliverables and time frame for the engagement, timely provision of activity budget and professional fees, and substantive inputs on the process and outputs of the research.
- 6.8 The partner shall propose the most appropriate evaluation design based on budget, time, data, and political constraints employing mixed-method approaches.

- 6.9 The partner shall prepare for an impact evaluation both for the pilot cohort and for the summative impact evaluation, defining the timeline and budget for the evaluation, based on realistic costings, developing the evaluation plan, including a sufficiently powered sample and data collection schedule
- 6.10 The partner shall pilot test the survey instrument, train, and supervise the field team, taking into account good research practice and ethical considerations, conduct baseline surveys, analyze and report on preliminary results, conduct follow-up surveys (summative impact evaluation), produce the final evaluation report and participate in the disseminating findings.
- 6.11 The partner shall develop a MEL Toolkit which will be used a basis for designing and developing the project outcome tracking and routine monitoring system, including the field survey manual.
- 6.12 The partnershall utilize the YouthWorks PH’s pool of city coordinators in coordinating and facilitating the data-gathering activities with key stakeholders on the ground, including planning and setting up the key informant interviews, focused group discussions and/or workshops, securing copies of documents and reports from relevant agencies or institutions, serving as field managers to oversee survey fieldwork and ensuring required logistical and security arrangements for the research activities.
- 6.13 The partner may be requested to work and align with the subaward partner for policy research (if available), through the YouthWorks PH Policy and Advocacy Manager, as needed, to ensure that there are no overlaps in the scope of work, efficiency in implementation, and complementarity in findings and recommendations.
- 6.14 The partner may also be requested to work and align with the subaward partner/s for the information, education and communication (IEC) and the career caravan campaigns, through the YouthWorks PH Communications Manager, as needed, to ensure that findings in the baseline research are aligned with the targeting for the communication and advocacy efforts and recruitment.

Workplan and Time Frame

Phase	Tasks	Responsible Person	Timing	Payment
I	<ul style="list-style-type: none"> Preparation of ToR, consultation with project team 	MEL Specialist	September 2018	
	<ul style="list-style-type: none"> Identification of 5-year MEL research partner Entering of contracts and preparation budget and logistics 	MEL Specialist	October 2018	
	<ul style="list-style-type: none"> Contract signature Briefing with MEL research partner Workplan Desk review of project related documents 	MEL Specialist	November 2018	1 st payment
	<ul style="list-style-type: none"> MEL Toolkit designed based on desk review Internal review Piloting Revision Conduct a baseline survey and analysis 	MEL research partner with the project team	November 4, 2018 December 4, 2018	
	<ul style="list-style-type: none"> Draft baseline report 	MEL research partner	December 10, 2018	

	<ul style="list-style-type: none"> Conduct of validation workshop 		December 10, 2018	
	<ul style="list-style-type: none"> Circulate draft baseline report to key stakeholders Consolidate comments of stakeholders and send to evaluation team member. 	MEL Specialist	December 19, 2018	
	<ul style="list-style-type: none"> Finalize the report including explanations on if comments were not included 	MEL research partner	December 20, 2018	
	<ul style="list-style-type: none"> Submit the draft baseline report for review including the finalized MEL Toolkit Policy briefs as described on section 5.1.5 	MEL research partner	December 31, 2018	2 nd payment
II	<ul style="list-style-type: none"> Submit proposal of the evaluation design for the pilot cohort 	MEL research partner	September 1, 2019	
	<ul style="list-style-type: none"> Conduct a follow-up survey and analysis 	MEL research partner	October 1, 2019 to November 30, 2019	
	<ul style="list-style-type: none"> Draft impact evaluation report Presentation of key evaluation findings in workshops 	MEL research partner	December 13, 2019	
	<ul style="list-style-type: none"> Final report 	MEL research partner	December 20, 2019	3 rd payment
	<ul style="list-style-type: none"> Submit proposal for the mid-term evaluation 	MEL research partner	September 1, 2020	
	<ul style="list-style-type: none"> Conduct of consultation meetings and field visits 	MEL research partner	October 1, 2020 to November 30, 2020	
	<ul style="list-style-type: none"> Draft midterm evaluation report Presentation of key evaluation findings in workshops 	MEL research partner	December 13, 2020	
	<ul style="list-style-type: none"> Final report Policy briefs as described on section 5.2.5 	MEL research partner	December 20, 2020	4 th payment
III.	<ul style="list-style-type: none"> Submit proposal for the final evaluation (performance and impact evaluation) 	MEL research partner	October 1, 2022	
	<ul style="list-style-type: none"> Conduct a follow-up survey and analysis 	MEL research partner	October 15, 2022 to December 15, 2022	
	<ul style="list-style-type: none"> Draft final evaluation report Presentation of key evaluation findings in workshops 	MEL research partner	January 15, 2023 January 30, 2023	
	<ul style="list-style-type: none"> Final report Policy briefs as described on section 5.3.5 	MEL research partner	February 28, 2023	5 th payment

7.0 Timeframe and Budget

7.1 Proposed Timeframe of Payment

- 7.1.1 20 percent upon signing of contract, submission, and acceptance of workplan
- 7.1.2 20 percent upon delivery and acceptance of baseline research report, MEL Toolkit, and policy briefs
- 7.1.3 20 percent upon delivery and acceptance of impact evaluation report for the pilot cohort
- 7.1.4 20 percent upon delivery and acceptance of mid-term evaluation report and policy briefs
- 7.1.5 20 percent upon delivery and acceptance of final (performance and impact) evaluation report and policy briefs

7.2 Proposed Budget - The approved budget for the MEL research subaward is PHP 8 million. Bids received in excess shall be automatically disqualified at the opening of the financial proposals.

8.0 Instructions to Bidders

Qualified firms and individual contractors are invited to submit a proposal to provide comprehensive support for any project evidence-related need, from establishing a solid theory of change as a basis for quality results measurement to setting up a robust MEL system, which includes implementing a performance and youth employment focused impact evaluation and offering practical advice on ensuring that evaluation evidence is taken up in policy formulation processes.

For your proposal to be considered, you must provide the required items as identified in this Request for Proposal (RFP).

Proposals are submitted in triplicate and contained in a sealed package clearly marked with the address and RFP number, to this address:

Philippine Business for Education, 7th Floor, SEDCCO 1 Building
120 Rada Street, San Lorenzo Village, Makati City
ATTENTION: Ms. Ana B. EDILLON, Operations Director

Alternatively, submissions may be electronically sent to this email address (procurement@pbed.ph) with the subject line "YOUTHWORKS MEL Research Partner Name of Bidder".

Proposals must be received at the above address or received by the email account herein identified **no later than 12:00 noon 30 September 2018**. Late proposals will not be considered, regardless of the reason.

Bidders are responsible for informing any commercial delivery service, if used, of all delivery requirements, and for ensuring that the above address and RFP Number appears on the outer wrapper or envelope used by such service. For inconsistencies between hard and soft copy submissions, the hard copy prevails.

8.1 Interpretation of Specification

Any questions answered during the proposal period, if said answer affects the essence of the proposal will be incorporated in an addendum, which will be transmitted to all prospective bidders through an official email from the above address.

8.2 Proposal Timeline

A tentative schedule of key dates for the solicitation has been established as follows:

Key Activities	Date
RFP release date:	September 17, 2018
Clarification questions, if any related to this RFP must be submitted to procurement@pbed.ph by:	September 23, 2018
Youthworks PH response to clarification question by:	September 25, 2018
Deadline for submission of proposals:	September 30, 2018
Evaluation of proposals:	October 5, 2018
Estimated contract signature date:	October 26, 2018
Estimated contract start date:	November 5, 2018

9.0 Required Documents for Submission of Bid

The following documents must be submitted **no later than September 30, 2018**. Absence of any such documents detailed below at the time of opening of bids shall be grounds for disqualification.

- 9.1 Profile of company including certified true copies of applicable government registration
- 9.2 List and description of similar researches undertaken (including details on methodology, findings and budget)
- 9.3 Profile of company including certified true copies of applicable government registration
- 9.4 List and description of similar researches undertaken (including details on methodology, findings and budget)
- 9.5 Detailed Technical Proposal. Applicants should use their technical expertise to propose how to meet the requirements of the Request for Proposal (RFP) and may provide justification for their choices as they see fit within the requirements of the RFP. The Cover Page, Acronyms List, Table of Contents, and required attachments to the Technical Proposal. The following instructions provide all the information needed to complete the Technical Proposal. Technical Proposal must include:
 - a. An abstract. The abstract must summarize the proposed project, including, but not limited to, the scope of the project and proposed outputs. The description of the proposed project must include the applicant's name, project title, and the funding level requested.
 - b. Table of Contents. The table of contents must list all required documents and include their corresponding page numbers.
 - c. Project Narrative. The Project Narrative must describe in detail the applicant's response to the RFP. Project Design. The project-level objective is to support YouthWorks PH to improve outcomes by creating better data collection, monitoring, and evaluation products and to contribute to the overall body of knowledge on how best to monitor and evaluate a youth NEET employment projects. In support of achieving the objective, the project should achieve the outputs discussed in section 3 above. Applicants must propose a strategy to achieve the project-level objective and expected outputs stated above. Applicants must demonstrate how their proposed strategies will fill identified needs and achieve the identified objective and expected outputs. Applicants may suggest additional outputs and a rationale for how they contribute to the achievement of the project's overall objective. Applicants must describe all major areas of project interventions. In describing project interventions, applicants are expected to describe specific outputs and activities, and how such activities will lead to the project's expected objective and outputs. Applicants should identify any potential barriers and describe how the project will be able to overcome those barriers. The project narrative may be presented by following the outline below:
 1. Introduction

2. Background
 3. The intervention
 4. The evaluation designs
 - a. Objective of the evaluation
 - b. Hypotheses and research questions
 - c. Evaluation methodology
 5. Sampling strategy and power
 6. Data collection plan
 7. Data analysis plan
 - a. Measuring impacts
 - b. Examining differential treatment effects
 - c. Measuring the return to the project (cost-benefit analysis)
 8. Risks and proposed mitigation
 9. Audience and dissemination
 10. Timeline and activities
- 9.6 Detailed Financial Proposal, including breakdown of:
- 9.6.1 Staff salaries
 - 9.6.2 Consultant fees
 - 9.6.3 Travel and subsistence
 - 9.6.4 Data collection
 - 9.6.5 Dissemination
- 9.7 Curriculum Vitae of proposed Project Manager to be assigned to the project
- 9.8 Curriculum Vitae of proposed researchers to be assigned to the project

10.0 Information for Bidders

10.1 Request for Proposal

The Philippine Business for Education (PBE), a registered non-government organization in the Philippines, and represented by Karol Mark Yee, Chief of Party of the Youthworks PH program, is requesting proposals from qualified proponents for its Monitoring, Evaluation and Learning (MEL) activities.

Youthworks PH is the designated Authority managing this Request for Proposal (RFP).

This RFP provides interested vendors with sufficient information to prepare and submit proposals for consideration by the Authority.

This RFP contains information governing proposals to be provided – requirements which must be met for eligible consideration, general evaluation criteria and other requirements.

The Authority reserves the right to accept or reject any or all proposals received because of this RFP, or to negotiate separately with competing bidders, and to waive any informalities, defects or irregularities in any proposal.

The Authority reserves the right to accept the proposal of a vendor other than that of the lowest bidder. Proposals should be simple and economical, providing a straightforward, concise description of the vendor's ability to meet the requirements of the RFP.

10.2 Conditions of Award

It is the intent of the Authority to award to the most responsive bidder, provided the proposal has been submitted in accordance with the requirements of this RFP document, judged to be fair and reasonable, and

does not exceed the appropriated funds available. The Authority shall be the sole judge of the bidder's qualifications and whether the priced proposal is in the best interests of the Authority.

The Authority may conduct such investigations as it considers necessary to assist in the evaluation of any proposal and to establish the responsibility, qualifications and financial ability of the bidder and award in accordance with the RFP document to the Authority's satisfaction within the prescribed time.

The Authority shall have the right in its sole discretion to terminate the award with or without cause.

10.3 Contractual Conditions

For this RFP, the proposal must remain valid for at least ninety (90) days. Moreover, the contents of the proposal of the successful bidder may become contractual obligations if a contract is entered into.

The amount for the services to be rendered will be negotiated with the firm selected and said firm will be required to enter into a formal agreement with the Authority. The Authority reserves the right to delete or amend any of the services as listed and described in this RFP.

If a satisfactory contract cannot be negotiated, negotiations will be formally terminated, and contract negotiation will then be started with the first alternative vendor.

The content of the RFP and the successful bidder's proposal will become an integral part of the contract but may be modified by the provisions of the contract.

The successful bidder will be required to include a disclosure statement of any potential conflicts of interest that the firm may have due to other clients, contracts, or interest associated with this project.

The successful bidder will be required to assume responsibility for all services offered in the proposal and shall not be allowed to sub-contract any part of this service unless approval is secured beforehand from the Authority. Further, the Authority will consider the selected vendor to be the sole point of contact about contractual matters.

News releases pertaining to this project will not be made without the Authority's prior approval.

10.4 Knowledge of Conditions

The bidder is responsible for becoming fully cognizant of the nature of the work and general and local conditions. The bidder shall gain full knowledge of working conditions and other facilities in the area which will have a bearing on the performance of the work to be performed under this RFP. Any failure by the bidder to acquaint himself/herself with all of the available information shall not relieve that bidder from any responsibility for performing all work properly. No additional compensation shall be allowed for conditions increasing the bidder's cost which were not known, or appreciated by the bidder when submitting the proposal.

The Authority may consider informal any proposal not prepared and submitted in accordance with the provisions hereof. Bidders shall understand that the Authority will not be responsible for any errors or omissions by the bidder in the presentation of the response.

All materials submitted become the property of the Authority and may be returned only at the Authority's option. The Authority has the right to use any or all ideas presented in any reply to the RFP. Selection or rejection of the proposal does not affect this right.

10.5 Criteria for Selection

All proposals received from firms or contractors will be reviewed and evaluated by a committee of qualified personnel. The selection committee will be led by the Deputy Chief of Party, joined by the Communications and Outreach Manager and the Partnerships Manager. Resource persons may also be invited by the selection committee if necessary. This committee will recommend for selection the proposal which most closely meets the requirements of the RFP.

The following criteria will be of major importance in making the selection:

- a. Experience and Capability – 30 percent
- b. Qualification of Personnel to be assigned to the research – 20 percent
- c. Plan of Research and Methodology – 30 percent
- d. Soundness of financial proposal – 20 percent

10.6 Solicitation Process

The Authority shall implement an open tender approach for the solicitation of potential bidders for this RFP. As such, those firms contacted by the Authority are deemed qualified to perform these services being considered under this RFP.

Proposals will be evaluated and ranked based on the criteria for selection outlined in section 10.5.

The first phase of the creative pitch or bidding process is to contact pre-qualified potential bidders or firms individually. They will be invited to make a presentation and provided with a general scope of work that the Authority intends to procure from them, including the complete list of components that comprise the MEL activities. Interested firms are then provided with the RFP document once they signify their intent to participate in the bidding for this RFP.

Potential firms/bidders shall submit their costed proposal, in compliance with the bid submission requirements contained in this RFP.

The evaluation team will meet with the firms/bidders for a formal presentation of their design proposals. After all design proposals have been presented, the evaluation team will rank these on the basis of the design proposal and the interview/presentation, and select a winning proposal.

The top firm/bidder will immediately be contacted and informed of its selection. The Authority and the top firm/bidder will negotiate the details of the final contract; the contract will be signed and work may begin. Should the Authority be unable to reach an agreement with the top firm/bidder, negotiations will commence with the next ranked firm/bidder. This process will continue until a satisfactory contract is negotiated, or the Authority exercises its right to reject all proposals.

Once the final draft contract is agreed upon by the Authority with the top ranked firm/bidder, and a Procurement Report is prepared, a recommendation will be sent to the Authority's Board for approval to sign the contract.

10.7 Additional Information

Proposals will be considered only from firms or individuals that are firmly established in an appropriate business, who are financially responsible, and who have the resources and ability to offer services in a professional and expedient manner. The Authority reserves the right to be the sole judge of these criteria. The Authority may request additional information as deemed necessary. Failure to provide such information may result in the proposal being considered incomplete.

The Authority reserves the right to reject any and all proposals, to waive any informalities in the proposals received and to accept the proposal deemed most advantageous to the Authority.

11.0 RFP Conditions

11.1 Variances

While the Authority allows firms or bidders to take variances to the RFP terms, conditions, and specifications, the number and extent of variances taken will be considered in determining proposal responsiveness and in allocating proposal evaluation points.

11.2 Additional Items/Services

The Authority may require additional items or services of a similar nature, but not specifically listed in the contract. The bidder agrees to provide such items or services and shall provide the Authority prices on such additional items or services based upon a formula or method which is the same or similar to that used in establishing the prices in the proposal. If the price(s) offered are not acceptable to the Authority, and the situation cannot be resolved to the satisfaction of the Authority, the Authority reserves the right to procure those items or services from other vendors, or to cancel the contract upon giving the bidder a seven (7) day written notice.

11.3 Fees

Compensation for the project will be based on best value for money and the final negotiated price with the successful vendor. The submitted cost estimate must include all projected costs associated with the project.

11.4 Contingencies

This RFP does not commit the Authority to award a contract. The Authority reserves the right to accept or reject any or all proposals, if it determines it is in the best interest of the Authority to do so. The Authority will notify all bidders in writing if it rejects any or all proposals or cancels this RFP process.

11.5 Incurred Costs

This RFP does not commit the Authority to pay any costs incurred by bidders in the preparation of a proposal in response to this request and bidders agree that all costs incurred by bidders in developing this proposal are the bidder's responsibility.

11.6 Formal Agreement

In the case of this RFP, bidders will be required to enter into a formal agreement with the Authority. This RFP sets forth some of the general provisions which will be included in the final contract. In submitting a response to this RFP, the bidder will be deemed to have agreed to each clause unless the proposal identifies an objection and the Authority agrees to a change of language in writing.

11.7 Final Authority

The final authority to award a contract rests solely with the Authority.

11.8 Governing Law

The agreement will be governed by the laws of the Republic of the Philippines.

11.9 Confidentiality

The bidder/s agree/s not to use or disclose any information it receives from the Authority under this RFP that is confidential or exempt from mandatory public disclosure except as necessary to carry out the purposes of this agreement or as authorized in advance by the Authority. The duty of the Authority and the bidder to maintain confidentiality of information continues beyond the term of this agreement, including any extensions.

11.10 Amendments to this Request for Proposal

The Authority reserves the right to amend this RFP by an addendum at any time prior to the date set for receipt of proposals. Addenda or amendments will immediately be transmitted to all bidders by electronic mail through a bid bulletin. If revisions are of such a magnitude to warrant, in the Authority's opinion, the postponement of the date for receipt of proposals, an addendum to this RFP will be issued announcing the new date.

11.11 Disclosure

Bidders should have no real or apparent conflict of interest. A conflict of interest includes any family, financial or contractual relationship with a member of the Authority before the RFP was issued until the contract award.

12.0 Evaluation Process

12.1 General

All proposals will be reviewed by the Evaluation Team as established by the Authority under this Request for Proposal.

12.2 Initial Review Of Submitted Proposals

1. All proposals will be initially evaluated to determine if they meet the mandatory documentary requirements.
2. The proposal must be received on or before the specified deadline.
3. The proposal must be complete, in the required format, and compliant with all the material requirements of this RFP.
4. Prospective bidders must provide three (3) references from other clients/agencies.

Failure to meet these requirements may result in a rejected proposal. No proposal shall be rejected, however, if it contains a minor irregularity, defect, or variation considered by the Authority to be immaterial or inconsequential. In such cases, the Bidder will be notified of the deficiency in the proposal and given an opportunity to correct the irregularity, defect, or variation, or the Authority may elect to waive the deficiency and accept the proposal.

12.3 Contract Award Process

Contract(s) will be awarded based on a competitive selection of proposals received. A selection committee will submit its analysis and recommendation, in a summarized form, to the Approving Authority as may be identified.

Upon completion of the review and negotiation with the winning bidder, the Authority will negotiate and prepare a professional service contract. In the event the contract negotiations are not successful, the Authority reserves the right to commence negotiations with the second-ranked bidder.

The Committee's review will be based on the following criteria:

Criteria	Percentage
Experience and Capability	30
Qualification of Personnel to be assigned to the research	20
Plan of Research and Methodology	30
Soundness of financial proposal	20

The Authority will check each vendor's proposal against the evaluation criteria identified above.

Stated below are some of the key elements associated with the above listed evaluation criteria that will be considered in the evaluation process of each firm's proposal to the Authority.

1. Whether or not the bidder's proposal addresses all stated goals and objectives;
2. Bidder's effectiveness and flexibility of approach to meeting the goals;
3. Bidder's qualifications and experience of individual team members as they relate to this project;
4. Bidder's experience and resources of the firm(s) as they relate to the project;
5. Proposed cost of the project;
6. Bidder's ability to communicate the elements of the technical proposal as evidenced by the proposal itself and interaction between the Authority and the vendor during the selection process;
7. Lack of any real or apparent conflict of interest for individuals and firms working on the project;

8. The value and appropriateness of suggestions made by the bidder for refining the proposed scope of works and other elements thereof.

13.0 Annexes

Annex 1. Initial baseline information on Filipino youth NEET

1. Based on the country's Labor Force Survey, ILOSTAT's estimate of the youth NEET rate (youth NEET/youth population) in 2017 was around 21.7% or 4.3 million. WB's "Making Growth Work for the Poor" (2018) noted declining youth NEET rates in the country from 2012 to 2015, with the rate falling below the 22%-mark in 2015. Although the same document indicated that the NEET rate for youth coming from households belonging to the bottom income quintile of the population remained high, at around 25-26%, in 2015.
2. While comprising only 38-39% of the unemployed youths (ages 15-24) in October 2017³, young women in the Philippines were also noted to be at higher risk of being NEET, with ILO's estimate of around 28.5% NEET rate for female compared to only 15.3% for male youth. This translates to 2.7 million female youth NEET in 2017, out of a total estimated youth NEET population of 4.3 million. An earlier ADB survey in 2015 with 500 households and 1,500 working individuals in Metro Manila and Cebu, related the same findings, with the share of female youth NEET in the population bigger than 20% from the male NEETs.
3. The ADB study also cited educational attainment as another layer of risk to becoming NEET, as over 50% of the female NEETs (ages 15-24) were high school graduates or drop-outs. Males of the same age group, with the same educational attainment, on the other hand, comprised only around 10-15% of the total NEET population in the survey. Young people's income class was another risk factor, with 40-45% of the NEET population consisting of young women from low to low-middle income families, compared to only about 15-20% for the young males who came from the low to low-middle income households.
4. Finally, a slow school-to-work transition process contributes to the risk of many young people falling into the NEET category as their "marketability" to employers and thus their chances of finding a good job decrease over time. The ADB survey found out that it generally took two (2) years for an average college graduate and four (4) years for an average high school graduate to land a good regular wage job. Only 20% of high school graduates find a job within one year since leaving school, compared to 75% for college graduates.
5. Efforts to address the issue of youth NEETs include enhancing support to encourage poor out-of-school youths to finish their education, providing short-term work-based training opportunities, offering effective career guidance and employment facilitation services to those who are actively searching for jobs, and making good labor market information available to young people. A few studies point to some challenges that such initiatives may face, including the preference of target youths for shorter training periods that would require less cost for them in terms of transportation, lodging, etc., and the tendency of many young people to still rely on parents and relatives for advise on career choices.⁴

³ Labor Force Survey (LFS), Philippine Statistics Authority.

⁴ Briones, Roehlano M. 2010. "Workforce development initiatives – What works? A participatory research with youth and communities in Southern Philippines". Education Development Center (EDC), and ADB 2018. Youth Education Investment and Labor Market Outcomes Survey (YEILMOS). ADB: Philippines.

Annex 2. Objectives and approaches of the baseline research

1. Specifically, the proposed baseline seeks to gain additional qualitative information on the following questions, especially in the target YouthWorks PH project sites (NCR, Iloilo City, Cebu City, Cagayan de Oro City, Zamboanga City, Davao City, and General Santos City):
 - a) **Who are the youth NEETs?**
 - Characteristics of this youth population (e.g., gender, socio-economic condition, other vulnerabilities, highest educational attainment, geographic location or contact points within the sites, etc.)
 - b) **Why are they youth NEETs?**
 - Factors that contributed to their being NEET, interplay of factors in creating vulnerabilities peculiar to the group, differential impact on young women and men
 - o Gauging possible impact of Republic Act 10931 (Free Tuition) in encouraging them to go back to studies (tech-voc or college)
 - o Perception of employers on hiring youth NEET
 - c) **What is the local unemployment and underemployment rates for youth NEET (based on priority areas and by growth sectors)?**
 - Who are the main employers and occupations?
 - What are emerging industries and jobs?
 - d) **What have been past or ongoing efforts, and their respective impacts and insights, to address the needs of youth NEETs?**
 - Initiated by the local government, national government, industry, academe, or civil society groups, independently or in partnership with other institutions, including but not limited to:
 - o Job Start Program of DOLE
 - o Abot Alam and Balik Aral Program of DepEd
 - o Free Tuition and other Fees in HEIS and TVIs by CHED and TESDA
 - Based on the identified characteristics and conditions of youth NEETs in the area, what needs of the group were addressed by these efforts? What were the good practices or strategies adopted and implemented under these initiatives? How could these practices and strategies inform YouthWorks PH's interventions?
 - How did such initiatives use existing national policies on workforce development to develop, promote and carry out their interventions? How did the local governments respond on the ground in terms of coming out with local ordinances?
 - e) **What are existing training programs offered by industry (business sector) to train and employ youth?**
 - What have been key factors in successful training programs implemented?
 - What have been barriers faced in the implementation of training programs?

f) What is the current level of the quality local labor market information available on the workforce development system? On youth NEET?

- What are the various sources of data, including their availability, regularity and reliability and level of development?
- Which data sources are the most useful for monitoring and anticipating skills supply and demand?
- What are the significant data and information gaps, which would suggest the need to improve existing tools or develop new ones for data collection?

2. The proposed baseline research may build on the results of the initial baseline data mapping and rapid field-level data-gathering activities carried out by the project's MEL specialist and city coordinators, particularly with regard to youth NEET (youth population, employed/unemployed youths, youths who are not in school or training, and distribution by project sites, sex, disabilities, etc.), in collating available information as well as in identifying or validating existing data gaps (at the national and local/project site levels).
3. In developing their data-collection and analysis methodologies, the baseline researchers are encouraged to look into the possibility of the YouthWorks PH team and/or its partners adapting such processes for use beyond the proposed time frame of the research, as part of the project's regular and periodic context and performance tracking activities. In light of this, the researchers may be requested to provide briefings or orientation to the project staff and local partners on the data collection and analysis tools used in the research.

Annex 3. Indicator Data Collection Plan

ADAPTATION OF MONITORING SYSTEM	PERFORMANCE INDICATOR	TYPE OF INDICATOR	INDICATOR DEFINITION AND UNIT OF MEASUREMENT	DATA SOURCE	METHOD/APPROACH OF DATA COLLECTION	DATA ACQUISITION		BASELINE		ENDLINE	
						SCHEDULE/FREQUENCY	RESPONSIBLE OFFICE	DATE	VALUE	DATE	VALUE
<p>Goal: Improve relevance and quality of workforce development programs especially for marginalized, at-risk youth not in education, employment or training (NEET)</p>											
	1) YW Number of targeted population (Youth NEET) who gained employment or more remunerative employment as a result of participation in USAID (YouthWorks)	CDCS Sub IR 2.2.4 Standard EG.6-1	<p><i>“Number of targeted population (youth NEET) who gained employment or more remunerative employment as a result of participation in USAID activities”</i></p> <p><i>“Number of (youth NEET) individuals with new or better employment following completion of USG-assisted WFD program” (with disaggregation by sex, geographical areas, industry, and gender affirmative or social inclusive positions)</i></p> <p>Definition: Youth NEET refers to young people (aged 15 to 24 years) who are not in education, employment or training Employed - youth NEET will be considered employed when they meet any of the</p>	YouthWorks PH internal tracking and monitoring system	Document review. It includes written documentation (e.g. quarterly accomplishment report, administrative databases) as well as electronic data from YW database and outcome tracking system.	Quarterly	Project Office	August 30, 2018	0		

			<p>following descriptors: entered into a binding contract that establishes employer-employee relationship as defined by the Labor Code of the Philippines; do work for pay within compensable hours* according to the minimum wage set upon by the government with working conditions in accordance to occupational safety standards set upon by law ; operate their own businesses or trades for profit, including work on commission basis and may not have regular working hours; such work, businesses, and trades are related to the skill set, education / training and competencies youth.</p> <p>Unit: person</p>								
-	<u>Comments/Notes:</u>										
-	Outcome 1: Improved access to quality training and employment for women and men youth NEET										
	2) 1 Number of individuals (youth NEET) who complete USG-assisted workforce development programs”	Standard	<p>Definition: Youth NEET refers to young people (aged 15 to 24 years) who are not in education, employment or training (with disaggregation by sex, age and gender affirmative or social inclusive positions) Complete- those youth NEET who have completed at least 50% of the total number of modules for life skills training and for work-based training. Unit: person</p>	YouthWorks internal tracking and monitoring system	Electronic data collection using YouthWorks PH internal tracking and monitoring system, training report will be generated electronically from YouthWorks database	Twice for the life of the project	Project Office	August 30, 2018	0		

Comments/Notes:										
Output 1.2: Menu of training options										
4) 1.2 Number of training models piloted/developed with government and industry	Custom	Definition: Training models refer to curriculum/training plans (to be disaggregated by type: SHS TVET, middle-level skills training or NC3/NC4, ladderized courses, upskilling pathways) piloted and modeled Unit: model	Curriculum/Training Plans	Document review of project records and reports.	Quarterly	Project Office	August 30, 2018	0		
Comments/Notes:										
Output 1.3: Activated career centers										
3) 1.3 Number of youth NEET reached by career advising and job matching services	Custom	Definition: Reached - attendance in YouthWorks organized activities, registration, participation in career advocacies and initiatives; sign-ups in online YouthWorks PH portals/platforms. Unit: person	Attendance sheets, registration sheets in Career Caravans, number of applications received for work-based training; online sign-up sheets	Collecting youth NEET information from attendance sheets, registration sheets in Career Caravans, number of applications received for work-based training; online sign-up sheets	Quarterly	Project Office	August 30, 2018	0		
Comments/Notes:										
Output 1.4: Work-based training positions										
5) 1.4 Number of work-based training positions opened/created	Custom	Definition: Training positions refer to actual training slots made available or opened up by firms/schools based on the training models developed in Indicator 1.3a (with disaggregation by sex, geographical area, industry and gender affirmative or social inclusive) Unit: position	Terms of Reference on the position created, Work-Based Training Position Posting/Announcement	Document review of Terms of Reference on positions created	Quarterly	Project Office	August 30, 2018	0		
Comments/Notes:										
Output 1.5: Employers trained on articulating job requirements and doing job projections										

6) 1. Number of employers' personnel trained in articulating job requirements	Custom	Definition: Employers' personnel include HR employees assigned to craft/post job requirements; "trained" means those who completed YW workshop (with disaggregation by sex, geographical areas, industry) Unit: person	Training reports	Document review. It includes written documentation (e.g. quarterly accomplishment report, training report) as well as electronic data from YW database.	Quarterly	Project Office	August 30, 2018	0		
Comments/Notes:										
Outcome 2: Increased government, academe, and industry collaboration in WFD										
7) 2.a Number of programs adopted by government that enhance industry-academe engagements	Custom	Definition: Programs may include those that promote/involve faculty immersion within industry, student internships, etc. Unit: program	Policy documents from national national agencies	Document review project records and reports, policy documents such as Department or Executive Orders.	Quarterly	Project Office	August 30, 2018	0		
Comments/Notes:										
8) 2.b Number of new industry-academe partnerships established	CDCS Sub IR 1.2.2	Definition: This is a CDCS indicator for the sub-intermediate result 1.2.2: "Higher education institutions strengthened" Unit: partnership	Signed MOUs	Document review	Quarterly	Project Office	August 30, 2018	0		
Comments/Notes:										
Output 2.1: Trained teachers and work-based trainers										
9) 2.1a Number of partner schools' faculty members/teachers immersed in industry	Custom	Definition: Number of teachers from YW partner schools who finished industry immersion program (with disaggregation by sex and industry) Unit: teacher	Activity reports, Attendance sheet in trainings (counts both faculty and company trainer)	Document review. It includes written documentation (e.g. quarterly accomplishment report, training report) as well as electronic data from YW database.	Quarterly	Project Office	August 30, 2018	0		
Comments/Notes:										

10) 2.1b Number of teachers/trainers trained on WBT andragogy/life skills	Custom	Definition: “Andragogy” refers to adult training methodology; “life skills” refer to various “soft skills” that contribute to the overall individual’s readiness to enter training/employment (with disaggregation by sex and industry) Unit: teacher	Training reports from implementing partners Monitoring summaries from YW database and outcome tracking system	Document review. It includes written documentation (e.g. quarterly accomplishment report, training report) as well as electronic data from YW database.	Quarterly	Project Office	August 30, 2018	0		
Output 2.2: Workforce development policies and programs										
11) 2.2 Number of new/improved policies that allowed employer sector engagement	Custom	Definition: Includes existing/new policies and procedures that promote or institutionalized participation of employers in workforce development Unit: policy	Policy documents from local/regional and national government agencies	Document review of project records and reports, policy documents such as Department or Executive Orders.	Quarterly	Project Office	August 30, 2018	0		
Comments/Notes:										
Output 2.3: Government systems for tracking youth NEETs										
12) 2.3 Number of functioning systems for tracking youth NEETs	Custom	Definition: Functioning means that it is able to generate data and/or summary reports on number and status of youth NEETs Unit: system	Project office	Document review includes written documentation (e.g. project records and reports, administrative databases, training materials, correspondence, minutes of the meetings policy documents) as well as, electronic data	Quarterly	Project Office	August 30, 2018	0		
Comments/Notes:										
Output 2.5: Sector skills councils established										

13). 2.5a Number of sector skills councils established	Custom	<p>Definition: Established refers to major players and industry associations (from among the growth sectors identified for YouthWorks) committing to working on defining key occupational competencies and skills required for their sector, and initiating efforts to improve collaboration with educational institutions and agencies. Sector skills council refers to an employer-led coalition per sector (in the identified growth sectors) will be created under the project. These councils will be tasked to define the skills requirements and standards within their own sector and shall work with the academe to ensure that curricula are informed by industry needs. Both individual business establishments and associations will form part of the council.</p> <p>Unit: council</p>	Project office	Signed pledge of commitment/manifesto to constitute council	Quarterly	Project Office	August 30, 2018	0			
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Comments/Notes:

Annex 4. Proposed evaluation questions for the mid-term and final performance evaluation

Criteria and Questions for Internal Mid-Term Evaluation	
Validity of design	<ul style="list-style-type: none"> ● Does the project design (i.e. priorities, outcomes, outputs and activities) address the stakeholder needs that were identified? ● Does the design need to be modified in the second half of the project? ● How appropriate and useful are the indicators described in the project document in assessing the project's progress? <ul style="list-style-type: none"> ○ Are the targeted indicator values realistic and can they be tracked? ○ If necessary, how should they be modified to be more useful? Are indicators gender sensitive? ○ Are the means of verification for the indicators appropriate? ● What, if any, alternative strategies would have been more effective in achieving its objectives?
Efficiency	<ul style="list-style-type: none"> ● Is the project making sufficient progress towards its planned objectives and targets? Will the project be likely to achieve its planned objectives upon completion? What are the main constraints, problems and areas in need of further attention? ● How have stakeholders been involved in project implementation? <ul style="list-style-type: none"> ○ How effective has the project been in establishing national ownership? ○ Is the project management and implementation participatory and is this participation contributing towards achievement of the project objectives? ○ Has the project been appropriately responsive to the needs of the national constituents and changing partner priorities? ● Has the project been appropriately responsive to political, legal, economic, institutional etc. changes in the project environment?
Efficiency of resource use	<ul style="list-style-type: none"> ● Have resources (funds, human resources, time, expertise etc.) been allocated strategically to achieve outcomes? ● Have resources been used efficiently? Have activities supporting the strategy been cost-effective? In general, do the results achieved justify the costs? Could the same results be attained with fewer resources? ● Have project funds and activities been delivered in a timely manner?
Effectiveness of management arrangements	<ul style="list-style-type: none"> ● Are management capacities adequate? ● Does project management facilitate good results and efficient delivery? ● Is there a clear understanding of roles and responsibilities by all parties involved? ● Does the project receive adequate political, technical and administrative support? ● How effective is communication between the project team, PBE and other implementing partners? ● How effectively does the project management monitor project performance and results?
Implementation effectiveness/emerging	<ul style="list-style-type: none"> ● To what extent did the project achieve its planned result of providing gainful employment or more remunerative employment as a result of participation in YouthWorks activities? What were the limitations and what were the lessons

outcomes	<p>learned?</p> <ul style="list-style-type: none"> ● To what extent did the project achieve its planned results of improving access to quality training among youth NEET? What were the limitations and what were the lessons learned? ● To what extent did the life skills training prepare the youth NEET? Which modules were most helpful/relevant? Which ones are the least helpful/relevant? ● To what extent did the project achieve its planned result of strengthening higher education institutions resulting from industry-academe partnerships established? What were the limitations and lessons learned? ● To what extent did the project achieve its goal of orienting industry towards skills training and skills-based hiring, thereby closing the loop in workforce development, as it develops strong links with education/training? What were the limitations and lessons learned? ● To what extent did the project achieve its goal of unifying efforts of government, academe and industry at the local level, to support improved efficiency and effectivity of the workforce development system? ● To what extent did the career centers achieve its goal of mobilizing youth NEET for training opportunities and career advising?
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Criteria and Questions for Internal Final Evaluation	
Relevance of the interventions	<ul style="list-style-type: none"> ● To what extent were the project strategies and approaches responsive to the needs of stakeholders (youth NEET, industry partners, government, and academe), and the policies of partners and donors? ● How faithful was the implementation to the design of the intervention? To what extent did the project adhere to the approved design and/or changed/adapted implementation based on new trends/developments/learnings? ● How was the program design refined following the pilot? How did it incorporate learnings year on year, and across target sites and sectors?
Efficiency	<ul style="list-style-type: none"> ● Did the project make sufficient progress towards its planned objectives? What were the main constraints faced? ● How were stakeholders involved in project implementation? ● Has the project been appropriately responsive to political, legal, economic, institutional etc. changes in the project environment?
Efficiency of resource use	<ul style="list-style-type: none"> ● Were resources allocated/ used strategically to achieve its two project objectives? And were they delivered in a timely manner? If not, what were the factors that have hindered timely delivery of outputs? ● To what extent were the project activities cost-effective? What level of the project activities (individual; institutional; systemic) provided the most cost-effective benefits?
Effectiveness of management arrangements	<ul style="list-style-type: none"> ● Were the technical and financial resources adequate and adapted to fulfill the project plans? ● Was the management and governance arrangement of the project adequate? ● How effective was the support provided to the project team by the PBE and

	<p>USAID/P, and NIAC in delivering results? What could have been done differently?</p>
<p>Implementation effectiveness</p>	<ul style="list-style-type: none"> ● To what extent did the project achieve its planned results of providing gainful employment to youth NEET in terms of their ability to secure and sustain gainful employment over the course over a certain period? ● How has the capacity building strategy of the program, through its life skills and work-based training activities contributed to improving the economic, social, and other opportunities for its youth NEET participants, i.e., radiating effect of his/her improved skills and abilities? ● To what extent did the project achieve its planned result of improving access to quality training and employment among youth NEET? What were the limitations and lessons learned? ● To what extent did the project achieve its planned results in increasing the level of confidence of employers in hiring youth NEET? What were the limitations and lessons learned? ● To what extent did the life skills training prepare the youth NEET for work-based training and employment in general? Which modules were most helpful/relevant? Which ones are the least helpful/relevant? ● To what extent did the industry training build the employers' capacity to accurately project jobs, employ competency-based hiring practices, and provide data for the localized labor market intelligence? ● To what extent did the project achieve its planned results in improving youth NEET's perception of blue collar job as a career? What were the limitations and what were the lessons learned? ● To what extent did the project achieve its planned results strengthening of higher education institutions resulting from industry-academe partnerships established? What were the limitations and what were the lessons learned? ● How effective was the project at stimulating interest and participation of project partners at the local (target sites) and national levels in adopting programs that enhance GIA engagement? What were the limitations and what were the lessons learned? ● To what extent did the career centers achieve its goal of mobilizing youth NEET for training opportunities and career advising? ● How effective was the project in encouraging the private sector to engage in enterprise-based training? How effective was it in encouraging them to work more closely with the academe? ● To what extent were implementing partners able to fulfil the roles expected? How did the project address the capacity challenges? ● To what extent did the project contribute towards developing, reforming, or enhancing workforce development policies and programs at the local (target sites) and national levels? ● To what extent did the project contribute towards institutionalization of the best practices in terms of such partnerships, and encouraging similar linkages? ● How effectively were the limitations identified during the mid-term evaluation addressed? ● To what extent did the project effectively mainstream gender and non-discrimination in project strategies and interventions, in relation to its gender assessment? ● Does the design adequately address the gender dimension of all the planned interventions? Will women and men be impacted differently by the project, and in what way (if at all) does it advance gender equality?

	<ul style="list-style-type: none"> • How were human and financial resources allocated to promote gender equality?
Impact	What is the contribution of the project to the broader development objective of improving the relevance and quality of workforce development programs for marginalized and at-risk youth NEET?
Sustainability	<ul style="list-style-type: none"> • Are the positive effects or impacts sustainable beyond the life of the project? What is the likelihood that academe and industry partners will continue the project/model following YouthWorks? • To what extent has the learnings of YouthWorks (both in its implementation of work-based training and its efforts in policy research, analysis and advocacy) informed the formulation/reform of workforce development policies across relevant agencies? • How is the sustainability or permanence of the intervention and its effects to be assessed?