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LEGAL SERVICE
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GUIDELINES IN THE IMPLEMENTATION OF
THE YOUTH PRODUCTIVITY SERVICES (YPS)

I. RATIONALE

The 2010 Annual Poverty Indicator Survey (APIS) reported that sixteen percent (16%) of the estimated 39 million Filipinos aged 6 to 24 years old are Out-of-School-Youth (OSY). The reason for not attending varies by age and sex of OSY. Among OSYs who are 6 to 12 years old, lack of personal interest and too young to go to school are two leading reasons, for both males and females. Lack of personal interest is also the commonly cited reason for OSYs who are 13 to 17 years of age, followed by high cost of education. For OSYs aged 18 to 24, looking for work was also cited as a main reason among males, and marriage, among females¹.

Local governments units (LGUs) have taken to the task of helping the youth by organizing the Pag-asa Youth Associations for the out of school youth (OSY) with support from the Sangguniang Kabataan for the Unlad Kabataan Program (UKP), a comprehensive program for the OSY that builds on their personality development and positive lifestyle promotion, population awareness and family life orientation, and economic development.

However, funds for the youth have been majority allocated for sports, leadership seminars and other developmental projects in the community. These activities are not adequate to answer the needs of young men and women especially the OSY and youth at risk. Hence, additional productive activities i.e., training on life skills; vocational training; apprenticeship and job link and placement will positively impact on their development as productive and responsible adults, contributing to national economy.

In the Philippines, where new opportunities for jobs are being offered by recent investments, the youth are asking for equitable access to these opportunities. As a response to this specific emerging need of the vulnerable youth groups, anchored in the principles of convergence, the Department forged a Memorandum of Agreement with the Consuelo Foundation and the Provincial Government of Misamis Oriental to pilot

¹ <http://www.census.gov.ph/data/pressrelease/2011/ap2010tx.html>

test the Youth Productivity Services in municipalities of Opol, Tagoloan, Jasaan, Alubijid, Gitagum, Laguindingan, Claveria and Balingasag. The Service builds on the traditional youth training programs to include: (a) life and employability skills development; (b) training programs that meet industry needs; and (c) mentoring when the youth seek employment and even during their initial employment, and capability building for entrepreneurship. This intervention builds bridges between technical training and work specifically for the at-risk youth. The project involved healing and nurturing, educational assistance, relevant technical skills training, organizing Pag-asa Youth Association (PYA) and building alliances with local industries to increase opportunities for job placement, and on-the-job coaching to manage the transition to work.

Although the service is not new for it is also one of the components of the UKP (Economic Productivity), the strategic convergence between and among stakeholders such as linking of the YPS with the Provincial Government (Misamis Oriental), selected municipalities in the province, NGO (Consuelo Foundation) and business entity (Metal Industries Association of the Philippines) was tested. The operationalization of convergence strategy led to the complementation of approaches and services to enhance the Economic Productivity as one of the components of the Unlad Kabataan Program (UKP), and is deemed essential in achieving the Department's goal of providing developmental approaches and strategies to the vulnerable youth groups.

Since the convergence on the pilot implementation of the program is measured to be successful, in terms of the life skills development of the beneficiaries and their eventual placement in the workplace, the Youth Productivity Services will be integrated in the enhanced Unlad Kabataan Program (UKP) as one of its major components. This will then be advocated for institutionalization in local government units nationwide.

II. LEGAL BASES:

Article II, section 13 of the Philippine Constitution provides that the State recognizes its responsibility to enable the youth to fulfill their vital role in nation-building and shall promote and protect their physical, moral, spiritual, intellectual, and social well-being. It shall also inculcate in the youth patriotism and nationalism, as well as encourage their involvement in public and civic affairs.

Section II, Republic Act No. 8044, Youth in Nation Building Act of 1995 established the National Program on Youth Development and created the National Youth Commission (NYC) to oversee the implementation of programs for the youth. It also defined "youth" as the critical period in a person's growth and development from the onset of adolescence towards the peak of mature, self-reliant and responsible adulthood, comprising the considerable sector of the population from the age of 15-30

years. The state further declares that the National Comprehensive and Coordinated Program on Youth Development shall be based on the following principles:

- a) Promotion and protection of the physical, moral, spiritual, intellectual and social well-being of the youth to the end that the youth will realize their potential for improving quality of life;
- b) Inculcating in the youth patriotism, nationalism and other basic desirable values; to infuse in them faith in the Creator, belief in the sanctity of life and dignity of the human person, conviction for the strength and unity of the family and adherence to truth and justice;
- c) Encouragement of youth involvement in character building and development activities for civic efficiency, stewardship of natural resources, agricultural and industrial productivity, and an understanding of world economic commitments on tariffs and trade and participation in structures for policy-making and program implementation to reduce the incidence of poverty and accelerate socio-economic development; and
- d) Mobilization of the youth's abilities, talents and skills, and redirecting their creativity, inventive genius and wellspring of enthusiasm and hope for the freedom of our people from fear, hunger and injustice.

Presidential Decree (PD) 603 the Child and Youth Welfare Code states the following:

- *Article 3. (3)* Every child has the right to a well-rounded development of his personality to the end that he may become a happy, useful and active member of society.
- *Article 3. (8)* Every child has the right to protection against exploitation, improper influences, hazards, and other conditions or circumstances prejudicial to his physical, mental, emotional, social and moral development.
- *Article 3. (12)* Every child has the right to grow up as a free individual, in an atmosphere of peace, understanding tolerance, and universal brotherhood, and with the determination to contribute his share in the building of a better world.

Section II, **Executive Order No. 438** on approving and adopting the Philippine Youth Development Plan (PYDP) 2011-2016 states that the Plan shall be adopted by NGAs to institutionalize youth development programs, activities, and projects in their annual planning, programming and budgeting processes, implementation, monitoring and evaluation.

Presidential Decree 442, a decree instituting the Labor Code, thereby revising and consolidating labor and social laws to afford protection to labor, promote employment and human resources development and ensure industrial peace based on social justice specifically the “Working Conditions for Special Groups of Employees” Chapter II, Employment of Minors, Article I39 the minimum employable age as follows:

- a. Any person between 15 and 18 years of age may be employed for such number of hours and such periods of the day as determined by the Secretary of Labor and Employment in appropriate regulations.
- b. The foregoing provisions shall in no case allow the employment of a person below 18 years of age in an undertaking which is hazardous or deleterious in nature as determined by the Secretary of Labor and Employment.

III. GENERAL POLICIES:

Youth Productivity Services (YPS) project implementers should be guided by the following policies:

I. Protection of child/youth beneficiaries:

- a. Respect the children and youth rights to survival, development, protection and participation (*Convention on the Rights of the Children (CRC)*)
- b. No child below 15 years of age shall be employed, except when he/she works directly under the sole responsibility of his parents or guardian, and his/her employment does not in anyway interfere with his/her schooling. (*Labor Code of the Philippines*)
- c. Youth below 18 years old shall be required to submit a written parental consent to undergo training and possible employment under this project.
- d. No employer shall discriminate against any person in respect to the terms and conditions of employment on account of their young age.

2. Provision of support services:

- a. Youth beneficiaries provided life and skills trainings shall be treated with understanding, support and guidance to strengthen their competencies in dealing with everyday challenges and stresses, until completion of the course.
- b. Youth beneficiaries shall be linked with opportunities vis-à-vis their skills training and qualifications for job placement

- c. Parents shall be actively involved and shall participate in the project activities contributive to the psychosocial development of youth beneficiaries.

IV. DESCRIPTION:

The Youth Productivity Services (YPS) is a community-based strategy on convergence among the Department of Social Welfare and Development (DSWD), non-government organization (NGO) or business entity, and Local Government Units (LGUs) both the provincial and city/municipal levels. The strategic linking of the YPS with other national government agencies such as DepED, DOLE and TESDA, and the NGO, the operationalization of convergence strategy, and the complementation of approaches and services shall ensure that a comprehensive program for the disadvantaged youth are delivered through provision of life skills and vocational/technical trainings.

This project is an integrated skills and job placement for out-of-school youth (OSY) and youth-at-risk. The DSWD, shall provide life skills seminar ancillary support services, while the partner NGO or business entity shall provide basic technical/vocational trainings as accredited by the Technical Education Skills and Development Authority. Further, the Provincial Government shall support the needs of its constituents through provision of transportation support and other services based on the other training needs, while the City/Municipal Government shall directly implement the project. The convergence shall be implemented until the beneficiaries are settled in the workplace. While the youth beneficiaries are undergoing trainings, their parents shall also be provided services such as Parenting Adolescent Module (PAM) and Empowerment and Reaffirmation of Parental Abilities (ERPAT) to better support the project.

The YPS project envisions building the youth skills that include (a) life and employability skills development; (b) skills training programs that meet industry needs; and (c) mentoring when the youth seek employment and even during their initial employment. It also builds bridges between technical training and work place since the components involve healing and nurturing, educational assistance, relevant technical skills training, organization of the Pag-asa Youth Association and building, alliances with industries to increase opportunities for job placement, and on-the-job coaching and mentoring to manage the transition from training to work.

The project likewise requires engagement of some government agencies like the Technical Education and Skills Development Authority (TESDA), Department of Education-Bureau of Alternative Learning System (DepED-BALS), Department of Labor and Employment (DOLE) for the provision of appropriate services to the target

beneficiaries. Involvement of such shall be defined through a memorandum of agreement.

V. OBJECTIVES:

This guideline shall provide direction for the implementers in the implementation of the Youth Productivity Services (YPS) with the following objectives:

General

To develop a convergence strategy that shall provide avenues for economic, social and productivity development of the out-of-school youth (OSY) in the community.

Specific

- a. To improve the capability of the LGUs and service providers in the implementation and management of the project.
- b. To provide training opportunities to OSY in order to gain employable skills that meets the demand for possible job placement with private industries.
- c. To provide financial support for the ancillary needs of the OSY to be able to access the opportunities for skills training and job placement.
- d. To monitor and facilitate the readiness and efficiency of the OSY in the acquisition of skills to become economically productive.
- e. To link OSY with the DepED Bureau of Alternative Learning Services and TESDA for testing and gain formal skills certificates.
- f. To enable the LGUs to participate in Job Link facilities that offer jobs for the OSY in their respective areas.
- g. To encourage active participation of the youth's family in attaining the project's goals for the out of school youth and youth at risk.

VI. TARGET CLIENTELE:

The project will identify youth beneficiaries aged 15-24 years who are either out-of-school or at-risk. The at-risk youth include those who have special needs or are disadvantaged including but not limited to the following:

- youth in conflict with the law who are undergoing intervention/diversion program
- Youth who are abused, exploited, neglected, trafficked and displaced
- Youth with disability
- Members of the Pag-Asa Youth Association

. There shall be a minimum of 50 youth beneficiaries per municipality, who will be engaged in this service.

VII. PROJECT COMPONENTS:

1. Community Preparation

The community's involvement and participation in the project is crucial. Therefore, they will be oriented on the features and benefits of the project, as well as their role in the realization of the project goals. The LGU, GA, NGA, and industry/business representatives will also participate in the orientation to solicit their support for the project. Part of the preparation is the orientation on the Unlad Kabataan Program

This involves the conduct of Rapid Field Appraisal to know the viability of the target municipalities in the province. Orientation and consultation meetings with project stakeholders shall also be conducted to have the support, acceptance and commitment of implementers, partners, communities and youth to project.

2. Capability Building

Capability building activities shall be conducted to ensure that the project implementers are competent in undertaking their roles and tasks in the implementation of Youth Productivity Services (YPS). Among the trainings identified for the implementers are life skills, coaching and mentoring, and other trainings that would help increase the morale of the implementers in terms of coordinating with partner organizations and local industries. Training on Project Proposal Preparation and Alliance Building will also be provided both to the youth beneficiaries and project implementers. Technical assistance will also be provided to ensure that targets in project implementation plans are met.

3. Data Banking and Benchmarking

The project shall establish the baseline profile of the youth-at-risk and out-of-school youth in the city/municipality, which will be the basis for screening and identification of qualified beneficiaries. This will involve gathering of pertinent

information on the beneficiaries' profile and their families, i.e., number of out-of-school youth in the municipality; socio-economic profile; evaluation of the functionality of Pag-asa Youth Association of the Philippines (PYAP) in the municipality; mapping of preliminary data on existing training institutions; and inventory of local industries before the actual implementation of the project. This also involve directory of local partners, master list of PYAP officers and members, checklist of documentary requirements for beneficiaries and regular stakeholders consultation fora

4. *Delivery of Services*

- A. *Educational Assistance* – this is the provision of technical/vocational courses for the qualified out of school youth and youth at risk. This include but not limited to transportation allowance, training/education supplies and other documentary expenses such as competency assessment and accreditation.
- B. *Healing and Nurturing* – This involves the provision of psychosocial services like guidance and counseling for the youth beneficiaries throughout the training program to strengthen their competencies in dealing with everyday stresses.
- C. *Job Placement and Employment Counseling* – This involves linking trained youth with job opportunities, matching youth employment skills/qualifications and referrals to companies needing employees.
- D. *Services to Parents* – This involves provision of appropriate services to parents of beneficiaries such as Parenting Effectiveness Service (PES), Empowerment and Reaffirmation of Paternal Abilities (ERPAT) and Parenting Adolescent Module (PAM)

5. *Advocacy:*

The program shall mobilize and strengthen the existing inter-agency group in the community such as the Sangguniang Kabataan and the Pag-asa Youth Association to ensure sustained community support for the project.

Major stakeholders shall be regularly apprised of the progress of the project in order to strengthen their commitment. Conduct of continuous consciousness-raising activities shall be undertaken to increase the youth's awareness on the project, thereby encouraging them to participate in the project. Parents' awareness and understanding of their role in the success of the project will also be enhanced to increase their involvement in the process.

6. *Networking and Linkages:*

This involves the close coordination and collaboration of YPS project implementers with the LGU, other community and faith-based groups, and relevant industry/business to ensure the relevance of the skills training and availability of job opportunities or apprenticeships.

7. *Organization of the Pag-asa Youth Association:*

The Department of Social Welfare and Development (DSWD) is mandated to support the People's Organizations (POs) like PYAP, through provision of assistance in the conduct of their activities e.g. Federation meetings. This involves strengthening existing municipal, city or provincial Pag-asa Youth Associations to include the development of the Youth Productivity Plan, advocating with the LGU for resources, and supporting co-youth who are provided with educational assistance.

Re-orientation on the Unlad Kabataan Program (or the Comprehensive Program for the Youth) and similar team building and awareness raising activities shall also be conducted. These activities shall aim to strengthen the bond between the out of school youth and youth at-risk. This may be a mechanism to sustain the active membership of the reorganized Pag-asa Youth Associations. In case that the municipality has an inactive youth association, organization of the core group from the beneficiaries should be conducted in order to establish local PYAP.

8. *Monitoring/evaluation:*

Program monitoring and evaluation provides critical basis for planning, decision-making, problem-solving and strategic adjustments. At the national and regional level, quarterly project monitoring shall be done to ensure the effective implementation of the project. A monitoring tool is developed as basis for re-planning, policy review/enhancement or institutionalization of the program

VIII. IMPLEMENTING PROCEDURES:

The following steps specify the procedures in implementing the project.

A. Pre-implementation activities:

I. Social Preparations:

This activity includes mapping of local resources; identification of pilot LGUs; coordination, consultations and orientation on the YPS project objectives and processes by the Department to the Field Office, LGUs, NGAs, NGOs, business entity and other stakeholders shall be conducted followed by forging a Memorandum of Agreement (MOA) between and among agencies and local government.

The Provincial Government will enact on ordinance and/or resolution that would support the implementation of the YPS project with corresponding budget appropriation.

A. Pre-Need Assessment:

The DSWD FO /Provincial Social Welfare and Development Office, together with the identified municipal LGUs must provide data on the prevalence of out of school youth and youth at risk from the community. The information shall serve as basis for the identification of at least 50 beneficiaries in each municipality following the qualifications agreed by the DSWD, NGO or Business Entity and the Provincial Government.

B. Screening of beneficiaries:

The NGO or Business Entity in coordination with the Local Government Units shall conduct screening tests, interviews and select qualified beneficiaries coming from the list of out-of-school youth identified by the LGUs. These beneficiaries shall be trained on different technical and vocational skills (i.e., welding, masonry, cellphone repair, housekeeping, etc.) based on their need assessment.

Further, the process of selecting YPS beneficiaries shall be determined according to their socio-economic status. Those who are in dire need shall be prioritized. Relevant training courses, on-the-job apprenticeships and even permanent employment shall also be provided after the completion of training. The youth beneficiaries will also be mentored on life and employability skills, which will continue throughout the initial phase of their informal or formal work.

2. Utilization of the Training Needs Assessment Tool :

This entails the use of the attached tool of tools which will provide information and direction on matching the training needs of the beneficiaries fitted in his/her potentials and interests. This also covers the inventory of employment resources existing in the province/locality.

A simple service manual will be developed by the Capability Building Bureau to provide service providers with easy to use self-instructional strategies that will guide them in carrying out social services and interventions.

3. Capability Building:

This is the provision of appropriate knowledge, attitude and skills on the operation and management of Youth Productivity Services (YPS), its services and interventions offered.

A very vital input to the implementation of the YPS project is the “Skills for Life” training for the focal persons or implementers, which will be conducted by the DSWD and Non-Government Organization or Business Entity. The training aims to prepare and enhance the capacity of the participants on their role as project implementers. Among the topics included are self awareness; interpersonal relationships and communications; coping with stress in positive ways; critical thinking and decision-making; problem solving; and conflict resolution.

A. Implementation proper:

I. Provision of Services:

- a. Educational Assistance* – This shall be in the form of support fund for the education and training of beneficiaries, which include, among others, the provision of allowances for food, transportation, uniforms and training materials. These will be provided throughout the technical/vocational training of the youth scholars.
- b. Healing and Nurturing* – This shall be in form of psychosocial services or counseling.

Counseling may be done either through:

- c. One-on-one sessions between the service provider and the youth,
- d. Peer counseling sessions between the youth and their co-scholar, youth volunteers, or trained peer counselor from PYA; and
- e. Group sessions with co-scholars and other youth volunteers.

However, youth who are found to be at-risk during the baseline study and survey shall be given more appropriate services and more ample time to heal and revive their physical, emotional and psychological well-being. Other services include, but not limited to Character Building Sessions, Positive Discipline and Education on HIV – AIDS.

Also, to accurately describe the impact of the training program for the youth scholars, sessions with their families and immediate members of the community will also be conducted i.e., parent effectiveness service (PES), Empowerment and Reaffirmation of Paternal Responsibilities (ERPAT), understanding adolescence and discussion of other topics that would also increase their knowledge and awareness.

- c. *Job Placement and Employment Counseling* – This involves financial augmentation support on a case to case basis especially in getting employment documents like NBI clearance, Birth Certificate and other necessary requirements.

Employment guidance, coaching and counseling assistance, on the other hand, involves convey/transfer of knowledge and skills to youth scholars on how they may effectively access job and employment opportunities. It also involves processing of youth's experiences and coaching on how to cope with stresses and demands of work during their first few months of employment. This activity will ensure that the youth will be able to sustain his/her employment. Ancillary cost of allowances, transportation and foods in the minimum amount of, but not limited to P 1,000.00 per OSY shall be provided by the municipal LGU to support the youth while the training is ongoing for six (6) months. The LGUs, including the Provincial Government shall provide their financial counterpart during the training activities.

Upon request of the concerned province/city/municipality, Protective Services Bureau may provide minimal fund augmentation for program operationalization, through the DSWD Regional Office, following the approved MOAs and auditing rules and regulation. Release of funds to the LGUs shall depend on the submitted work and financial plans and project proposals endorsed by the PSWDO and approved by the DSWD Regional

Office. Further, report on the ancillary cost service allowance shall be included in the LGU's accomplishment report to the region.

Other programs of the Department such as Sustainable Livelihood Program in collaboration with other economic related services of NGO and business entities will also be tapped to ensure comprehensive delivery of economic services.

2. Technical/Vocational and Life Skills Training:

Trainings/seminars such as technical and vocational courses shall be implemented and conducted by the identified institution/s accredited by TESDA. Life Skills Training shall be provided by the DSWD.

3. On the job training:

After the series of lectures and demonstrations, the local implementers through the assistance of the DSWD and other stakeholders, shall link with the existing manufacturers and industries or private agencies for the apprenticeship of trained youth on basic welding, masonry, etc. Close coordination and monitoring shall be done to ensure the attendance and proper guidance of beneficiaries while doing OJT.

Beneficiaries who completed the basic course on welding and other skills training shall be assisted to take the National Competency Assessment (NCA) from the Technical Education Skills Development Authority (TESDA).

Further, beneficiaries shall also be provided with employment guidance and counseling (one on one or group counseling session) before the actual employment. Important tips shall also be provided i.e, positive character while at work. They shall also be monitored by the project implementers in their work, family and their participation to PYA activities.

4. Awarding of certificates:

After the six (6)-month period, successful beneficiaries shall be awarded with a "Certificate of Completion" to serve as reference in seeking employment opportunities. The certificate should be signed by the DSWD and TESDA Regional Directors.

5. Job placement:

Successful beneficiaries would also be assisted by NGO or Business Entity and LGUs in finding work and will be provided with links or referrals to job opportunities available in the LGUs and business establishments like.

Other stakeholders such as the Department of Labor and Employment (DOLE), Department of Trade and Industry (DTI) and TESDA, together with the Local Government Units shall assist and explore possible market opportunities for the trained youth. The Department's Sustainable Livelihood Program shall also be utilized for other beneficiaries who were not able to get job placement.

6. *Technical Assistance:*

The Department will conduct a regular/scheduled technical assistance to the project during on-site, desk review and by means telephone monitoring. Issues and concerns should be elevated to the Protective Services Bureau for proper action.

7. *Monitoring:*

Project monitoring shall be based on the following parameters:

A. Educational assistance:

No. of beneficiaries served and provided ancillary services²

B. Technical/Vocational and Life Skills Training:

- No. of beneficiaries who completed the technical/vocational skills training³
- No. of beneficiaries who completed the life skills/values/character building session
- No. of beneficiaries who have undergone or completed the on-the job training

C. Healing and Nurturing:

- No. of beneficiaries provided with social services i.e., individual counseling, peer counseling etc.

² See YPS Forms 1 and 2

³ See YPS Form 3

- No. of beneficiaries assessed to have leadership potentials, wise decision-making skills and/or improved social well-being

D. Job Placement and Employment⁴:

- No. of beneficiaries provided employment guidance and counseling
- No. of beneficiaries linked/accessed/networked to potential employers
- No. of beneficiaries gainfully employed and/or provided with means of livelihood
- No. of beneficiaries that increased their income

E. Organization and Strengthening of PYAs:

- No. of Pag-Asa Youth Association (PYA) organized/re-activated/strengthened
- No. of beneficiaries who joined the PYA

F. Support Services/Advocacy⁵:

- No. of parents of beneficiaries who attended and completed the seminars on ERPAT, PES and understanding adolescents

G. Partnership⁶:

- No. of partner organizations supporting and/or providing services to the YPS project
- No. of businesses or corporations that hired/offered employment to trained youth beneficiaries as part of their corporate social responsibilities

H. Fund Management⁷:

Percentage of disbursed funds vis-à-vis approved work plan

⁴ See YPS Form 6 and 7

⁵ See YPS form 8

⁶ See YPS Form 4

⁷ See YPS Form 5

The Protective Services Bureau shall conduct monitoring and technical assistance every other month to the field office as well as LGU implementers of the YPS project⁸. Further, the regional office can also conduct regular monthly monitoring to the LGUs and submit quarterly reports to the PSB using the prescribed templates⁹.

At the FO level, monitoring visits shall be conducted every other month in order to provide technical assistance to the field office and PSWDO implementers, while the PSWDO implementers shall also submit report to the Field Office every other month.¹⁰

Meetings with the City/Municipal Social Welfare Officers shall also be conducted to discuss plans and priorities with regard to the Youth Productivity Services (YPS) implementation.

Accomplishment reports of the pilot LGUs shall be submitted quarterly to the bureau using the prescribed templates.

8. Reporting:

A monthly report shall be prepared by the City/Municipal Government social workers for submission to Provincial Social Welfare and Development Office (PSWDO). Reports will include the number of youth trained and their individual progress, as well as issues and problems relative to the implementation of the project.

The PSWDO shall consolidate the statistics and narrative report on the implementation of the project for submission to the DSWD Field Office. The region would package and transmit the said report to the Protective Services Bureau which will then forward it to NGO or Business Entity for their information and reference.

Beneficiaries given full time employment opportunities will also be processed for gradual termination in the YPS project within the period of 6 months. Employer's feedback report shall be considered in the closing case summary of youth beneficiaries.

C. Post implementation:

I. Program Review and Evaluation:

⁸ See YPS Form 10

⁹ See YPS Form 9

¹⁰ See YPS Form 8

A terminal program review and evaluation will be conducted at the end of pilot testing to assess overall effectiveness of the program. The possibility of project institutionalization and replication as well as endorsement to the Protective Services Bureau (PSB) for national implementation will also be determined.

2. *Documentation:*

A full documentation of the project will be prepared by the implementing LGU, monitored by the Protective Services Bureau to record project accomplishments, benefits and good practices. The documentation should contain relevant communications, progress reports, key accomplishment, assessment and evaluation results. Youth testimonies and experiences can also be included in the package of documentation. The region, together with the PSWDO, can also assist in the documentation of the project.

IX. INSTITUTIONAL ARRANGEMENTS:

A. *DSWD Social Technology Bureau*

- I. Formulates guidelines for the operations of the project
2. Develops the operations manual of the project
3. Coordinates/provides technical assistance to Protective Services Bureau on how to effectively manage the projects
4. Advocates the project for social marketing with partners and stakeholders for possible replication to other areas

B. *DSWD Protective Services Bureau*

- I. Spearheads the Local Government Units (LGUs) orientation and consultation on the project in coordination with the Non-Government Organization or Business Entity
2. Provides financial augmentation to cover ancillary services, capability training and project management activities. Said funds shall be coursed through its Field Office in compliance to existing financial and auditing rules

3. Reviews LGU Work and Financial Plan as recommended by the Field Office (Non-Government Organization or Business Entity, Inc. shall be provided a copy of the approved plans)
4. Monitors the project implementation in coordination with the Field Office and Provincial Government through the Provincial Social Welfare and Development Office (PSWDO)
5. Consolidates reports and provide technical assistance to the Field Office on the implementation of YPS project
6. Prepares the project monitoring reports, evaluate the project, document the good practices and advocate for the project's adoption by LGUs nationwide.
7. Provides monitoring and technical assistance throughout the project implementation

C. DSWD Capacity Building Bureau

1. Provides training design and module for the Regional Training of project implementers
2. Demonstrates and coach service providers on the trainings for life skills and other trainings
3. Facilitates conduct of trainings for program implementers

D. DSWD - Field Office

1. Participates in the community preparation such as the validation of qualified youth beneficiaries;
2. Coordinates and attends the capability building activities for project implementers;
3. Monitors the delivery of services, advocacy, networking and submit monitoring reports to the Protective Services Bureau (PSB);
4. Assists in the provision of technical assistance relative to the implementation of the project;

5. Consolidates the LGUs' quarterly accomplishment and financial reports for submission to the PSB;
6. Facilitates the disbursement/transfer of funds allocated by the PSB to LGUs and monitor the utilization thereof;
7. Recommends the approval of the municipal work and financial plans;
8. Participates in the conduct of project review and evaluation, as well as assist in the preparation of project documentation;
9. Assists in the documentation of best practices
10. Promotes the adoption of the project to other LGUs in the region;
11. Monitors funds for the implementation of YPS by coordinating with the Provincial Social Welfare and Development Office.

C. Non-Government Organization (NGO) or Business Entity

1. Assists in the project orientation and organization of local inter-agency committees;
2. Provides the screening tool to be used in identifying beneficiaries;
3. Undertakes training of trainers on life skills;
4. Provides templates for the resource mapping and economic forecasting and assist in the preparation thereof;
5. Assist in coordinating with local enterprises in identifying the skills needed by the market as well as in ensuring the employment of YPS graduates;
6. Allocate fund augmentation to cover skills training and project management activities;
7. Spearhead the preparation of the project manual and documentation; and
8. Assist the DSWD in the project monitoring and evaluation, as well as in the provision of technical assistance to project implementers;

D. Office of the Governor through the Provincial Social Welfare and Development Office.

1. Oversee the project implementation at the provincial and city/municipal level and ensure the passage of a provincial resolution/ordinance indicating the Youth Productivity Services (YPS) as their regular project and allocating funds for its sustainable implementation;
2. Provide financial augmentation and other resources to help the partner municipalities plan and implement the YPS project;
3. Organize a provincial inter-agency committee that will provide resources and technical support to ensure the success of this out-of-school youth (OSY) project;
4. Facilitate the matching/placement of graduates with partner industries through the Provincial Job Assistance Center (PJAC), in coordination with DOLE;
5. Monitor project implementation at the city/municipal level;
6. Launch the project in the province and assist in the identification of worthy youth who, after taking the qualifying test, are identified as YPS scholars;
7. Establish and maintain a databank for project beneficiaries and non-beneficiaries to form part of the baseline profile of youth (OSY and youth-at-risks)
8. Conduct profiling/list of industries, corporations operating in the LGUs and their demands for job skills in coordination with the municipal Public Employment Service Office (PESO) manager;
9. Make an economic forecasting by determining, based on consultation with concerned industries/ corporations/agencies, what economic skill is in demand in coordination with the Municipal Community Training and Employment Coordinator (MCTEC);
10. Consolidate reports of the LGUs and submit to the DSWD Field Office for submission to the Social Technology Bureau.

F. Local Government Units (LGUs):

1. Implementation of Youth Productivity Services a priority project for their municipality and as a priority function of their municipal social welfare officer and staff or its local counterpart;
2. Launch the project in their barangays and identify worthy youth who, after taking the qualifying test, are identified as YPS scholars;
3. Allocate/provide funds to support the YPS youth while in training and apprenticeships for at least 2 weeks.
4. Ensure that the OSY-clients identified are those who are most in need of the service and provide other support services such as liaising with youth and parents, monitoring the enrolled youth and coach youth who are seeking employment;
5. Ensure that the youth are trained on life skills using DSWD accredited modules and other DSWD certified life skills training modules from DSWD accredited groups;
6. Sustain the project implementation by making it part of the regular program of the LGU (with regular fund allocation);
7. Organize an inter-agency committee in their respective areas to support the project implementation by complementing their resources;
8. Monitor the performance of the youth during training, as well as during their apprenticeship and initial employment.

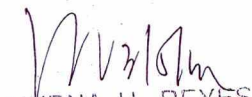
Issued in Quezon City, this 01 day of March, 2013.



CORAZON JULIANO SOLIMAN
Secretary

Department of Social Welfare and Development

Certified Copy:



MYRNA H. REYES
Officer In-Charge
Records Unit

YPS SCHOLARS' MONTHLY PROGRESS REPORT

Month Covered : _____
 Municipality/City : _____
 Number of YPS Scholars : _____

| Name | Address | Gender | Age | Type of Skills Training Attended | Number/Dates of YPS Training Sessions Attended | Scholar's Progress (technical/vocational skills, life skills, employment status, etc.) | Assessment | Recommendation/Plan of Actions |
|------|---------|--------|-----|----------------------------------|--|--|------------|--------------------------------|
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Prepared by: _____
 Designation : _____

Noted by : _____

YPS Form No. 3

YPS SCHOLAR'S ATTENDANCE MONITORING RECORD

City/Municipality: _____

| Name of Scholar | Title of YPS Activity | Date/Venue | Time In | Time Out | Signature of Scholar | Signature of Officer-in-Charge |
|------------------------|------------------------------|-------------------|----------------|-----------------|-----------------------------|---------------------------------------|
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Noted by:

YPS Implementer

YPS Form No. 4

LOCAL COMMUNITY STAKEHOLDERS' PROFILE

City/Municipality: _____

| Name of Partner Agency/ Organization/ Corporation | Description | Contact information (tel. no., address, email) | Name/s of representative/s to YPS activities | Nature of participation in YPS | YPS Activities Participated in (date/title) |
|--|--------------------|---|---|---------------------------------------|--|
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Prepared by:

YPS Implementer

Youth Productivity Services (YPS) Project Disbursement Form

Municipality : _____

Type of Skills Training Aailed : _____

| Date | Name of YPS scholar | Items/ Particulars | Amount | Signature of scholar | Name and signature of authorized representative <i>(if allowance was not personally received by the scholar)</i> |
|--------------|---------------------|---|--------|----------------------|---|
| | | (ex.) food allowance from ___ to ___ (specify dates and number of days covered) | | | |
| | | (ex.) transportation allowance from ___ to ___ (specify dates and number of days covered) | | | |
| total | | | | | |

| Date | Name of YPS scholar | Items/ Particulars | Amount | Signature of scholar | Name and signature of authorized representative <i>(if allowance was not personally received by the scholar)</i> |
|--------------|---------------------|---|--------|----------------------|---|
| | | (ex.) food allowance from ___ to ___ (specify dates and number of days covered) | | | |
| | | (ex.) transportation allowance from ___ to ___ (specify dates and number of days covered) | | | |
| total | | | | | |

Prepared by: _____
 Designation : _____

Noted by : _____

YPS Form No. 6

YPS ACTIVITY ATTENDANCE SHEET

City/Municipality: _____

Title of YPS Activity : _____

Date : _____

Venue : _____

Start Time : _____

End Time : _____

| | Name of Scholar | Time In | Time Out | Signature of Scholar |
|----|------------------------|----------------|-----------------|-----------------------------|
| 1 | | | | |
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| 13 | | | | |
| 14 | | | | |

Noted by:

YPS Implementer

YPS Form No. 7

EMPLOYER'S PROGRESS REPORT ON YPS SCHOLARS

Name of Employer : _____
Month Covered : _____
Municipality/City : _____
Number of YPS Graduate : _____
Employed : _____

| Name of YPS Scholar/ Employee | Gender | Age | Type of YPS Skills Training Attended | Present Job (position and brief description of duties and responsibilities) | Date Employed | Employee Performance Evaluation | Support Services Extended by Employer | Recommendations |
|-------------------------------|--------|-----|--------------------------------------|--|---------------|---------------------------------|---------------------------------------|-----------------|
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Prepared by: _____
Designation : _____

Noted by : _____

YOUTH PRODUCTIVITY SERVICE (YPS) MONITORING TOOL (TO BE UTILIZED BY THE MSWDO/CSWDO)

| PROJECT COMPONENTS | OBJECTIVELY VERIFIABLE INDICATORS (OVI) | MEANS OF VERIFICATION | TARGET | ACTUAL | REMARKS |
|---|---|--|--------|--------|---------|
| 1) Community Preparation | <ul style="list-style-type: none"> ▪ ___ # of stakeholders' meeting/consultation conducted with the LGU partners ▪ ___ # of stakeholders' meeting/FGD conducted at the municipal level ▪ ___ # of MOAs/MOUs signed by LGU/ local partner agencies/stakeholders ▪ ___ # of planning workshops facilitated and participated in by the different LGU partners/stakeholders ▪ utilization of a standard screening tool for selection of OSY beneficiaries ▪ ___ # of project scholars screened and selected | <p>> periodic reports, documentation of activities (meetings, consultations, FGDs), feedback reports, attendance sheets</p> <p>> signed and subscribed MOAs/MOUs, documentation of MOA signing</p> <p>> documentation of workshop, work and financial plans prepared</p> <p>> accomplished scholar's screening tool</p> <p>> list of scholars screened and selected, accomplished screening forms</p> | | | |
| 2) Capability Building of Implementers | <ul style="list-style-type: none"> ▪ Skills for Life training of implementers ▪ other trainings and workshops facilitated for the implementers | <p>> documentation of training proceedings/ training modules, attendance sheets</p> <p>> application of learning</p> <p>> action plans</p> | | | |
| 3) Data Banking and Benchmarking | <ul style="list-style-type: none"> ▪ baseline profile of OSY and at-risk youth at the LGU level prepared and updated ▪ scholar's profile form, scholar's progress report form/matrix, stakeholders' group composition and participation form, etc. regularly utilized | <p>Existing and updated databank on the ff.:</p> <ul style="list-style-type: none"> ▪ OSY and at-risk youth sector of the community ▪ group and individual profile of youth beneficiaries/scholars ▪ group and individual profile of participating stakeholders (youth volunteers, business sector, academic institutions, government agencies and offices etc) | | | |
| 4) Delivery of Services a. Scholarship | <ul style="list-style-type: none"> ▪ ___ # of scholars provided with food, transportation, uniform and school supplies allowance | <p>> certificates of scholarship issued</p> <p>> scholarship contracts signed</p> | | | |

| PROJECT COMPONENTS | OBJECTIVELY VERIFIABLE INDICATORS (OVI) | MEANS OF VERIFICATION | TARGET | ACTUAL | REMARKS |
|--|---|---|--------|--------|---------|
| | | > receiving/disbursement forms signed | | | |
| <i>b. Technical and Life Skills Training</i> | <ul style="list-style-type: none"> ▪ ___ # of scholars have attended and completed the _____ (<i>specify, for ex. Metalwork / woodworks, etc</i>) technical skills training ▪ ___ # of scholars have attended and completed life skills training ▪ ___ # of life skills training modules facilitated | <ul style="list-style-type: none"> > list of technical skills training provided > list of scholars/enrollees per technical skills training > attendance sheets/cards for the technical skills and life skills training > documentation of trainings facilitated | | | |
| <i>c. Healing and Nurturing</i> | <ul style="list-style-type: none"> ▪ ___ # of scholars provided with individual counseling services ▪ ___ # of scholars provided with peer counseling services | <ul style="list-style-type: none"> > counseling notes/reports > progress reports/case records | | | |
| <i>d. Job Placement and Employment</i> | <ul style="list-style-type: none"> ▪ ___ # of scholars provided with employment guidance and counseling ▪ ___ # of scholars networked with/gained access to potential employers ▪ ___ # of clients gainfully employed | <ul style="list-style-type: none"> > counseling notes/reports > scholar's progress reports/ case records > referral letters to potential employers > list of scholars/trainees employed > databank | | | |
| <i>e. Organizing and Strengthening of PYAs</i> | <ul style="list-style-type: none"> ▪ ___ # of clients have joined the PYA ▪ One PYA organized/ reorganized within the LGU (1) | <ul style="list-style-type: none"> > list of scholars who joined the PYA > documentation of PYA activities and participation in the project > list of officers and members per municipality | | | |
| <i>5) Advocacy</i> | <ul style="list-style-type: none"> ▪ ___ # of parents of scholars have attended and completed the training sessions on the ff. : PES ERPAT Training for Parents in Understanding Adolescents | <ul style="list-style-type: none"> > attendance sheets > documentation | | | |
| <i>6) Networking</i> | <ul style="list-style-type: none"> ▪ ___ # of local inter-agency meetings/consultations and FGDs conducted ▪ agreements made to forge alliances of stakeholders within the municipality/city ▪ commitments made by local stakeholders/partners | <ul style="list-style-type: none"> > MOAs/MOUs > minutes of meetings/documentation | | | |
| <i>7) Project Management</i> | <p><i>Monitoring and Technical Assistance</i></p> <ul style="list-style-type: none"> ▪ monthly project monitoring/ preparation of accomplishment reports <p><i>Project Management Meetings</i></p> <ul style="list-style-type: none"> ▪ ___ # of project management meetings | <ul style="list-style-type: none"> > monitoring reports > feedback reports > accomplishment reports | | | |

| PROJECT COMPONENTS | OBJECTIVELY VERIFIABLE INDICATORS (OVI) | MEANS OF VERIFICATION | TARGET | ACTUAL | REMARKS |
|--------------------|---|---|--------|--------|---------|
| | <p>facilitated by the MSWDO with the LGU/pilot area project management team and local partners</p> <ul style="list-style-type: none"> ▪ ___# of quarterly project management meetings attended with the national project partners <p><i>Project Review and Evaluation</i></p> <ul style="list-style-type: none"> ▪ mid-term project review workshop (PREW) attended with partners and stakeholders to assess project accomplishments based on the Work and Financial Plan and the Project Log frame and to identify gaps and loopholes that need to be addressed ▪ Terminal project review (PREW) attended with partners and stakeholders to assess and evaluate over-all project accomplishments based on the Work and Financial Plan and the Project Log frame | <ul style="list-style-type: none"> > minutes of meetings > feedback reports > plan of actions <ul style="list-style-type: none"> > mid-term PREW documentation and action plan <ul style="list-style-type: none"> > Terminal PREW documentation | | | |

Prepared By: _____

NotedBy: _____

Form 9

YOUTH PRODUCTIVITY SERVICE (YPS) MONITORING TOOL (FO AND PSWDO)

| PROJECT COMPONENTS | OBJECTIVELY VERIFIABLE INDICATORS (OVI) | MEANS OF VERIFICATION | TARGET | ACTUAL | REMARKS |
|--|--|---|--------|--------|---------|
| 1) Community Preparation | <ul style="list-style-type: none"> ▪ ___ # of stakeholders' meeting/consultation conducted with the regional partners ▪ ___ # of stakeholders' meeting/FGD conducted at the municipal level ▪ ___ # of MOAs/MOUs signed by regional and local partner agencies/stakeholders ▪ ___ # of planning workshops facilitated and participated in by the different partners/stakeholders ▪ utilization of a standard screening tool for selection of OSY beneficiaries developed ▪ ___ # of project scholars screened and selected | <ul style="list-style-type: none"> > periodic reports, documentation of activities (meetings, consultations, FGDs), feedback reports, attendance sheets > signed and subscribed MOAs/MOUs, documentation of MOA signing > documentation of workshop, work and financial plans prepared > accomplished scholar's screening tool > list of scholars screened and selected, accomplished screening forms | | | |
| 2) Capability Building of Implementers | <ul style="list-style-type: none"> ▪ Skills for Life training of implementers ▪ other trainings and workshops facilitated for the implementers | <ul style="list-style-type: none"> > documentation of training proceedings/ training modules, attendance sheets > application of learning > action plans | | | |

| PROJECT COMPONENTS | OBJECTIVELY VERIFIABLE INDICATORS (OVI) | MEANS OF VERIFICATION | TARGET | ACTUAL | REMARKS |
|---|---|---|--------|--------|---------|
| 3) Data Banking and Benchmarking | <ul style="list-style-type: none"> ▪ baseline profile of OSY and at-risk youth at the regional level prepared and updated ▪ template of scholar's profile form, scholar's progress report form/matrix, stakeholders' group composition and participation form, etc. developed and utilized | <p>Existing and updated databank on the ff. :</p> <ul style="list-style-type: none"> ▪ OSY and at-risk youth sector of the community ▪ group and individual profile of youth beneficiaries/scholars ▪ group and individual profile of participating stakeholders (youth volunteers, business sector, academic institutions, government agencies and offices etc) | | | |
| 4) Delivery of Services <i>a. Scholarship</i> | <ul style="list-style-type: none"> ▪ ___ # of scholars provided with food, transportation, uniform and school supplies allowance | <ul style="list-style-type: none"> > certificates of scholarship issued > scholarship contracts signed > receiving/disbursement forms signed | | | |
| <i>b. Technical and Life Skills Training</i> | <ul style="list-style-type: none"> ▪ ___ # of scholars have attended and completed the _____ (specify, for ex. <i>Metalwork / woodworks, etc</i>) technical skills training ▪ ___ # of scholars have attended and completed life skills training ▪ ___ # of life skills training modules facilitated | <ul style="list-style-type: none"> > list of technical skills training provided > list of scholars/enrollees per technical skills training > attendance sheets/cards for the technical skills and life skills training > documentation of trainings facilitated | | | |
| <i>c. Healing and Nurturing</i> | <ul style="list-style-type: none"> ▪ ___ # of scholars provided with individual counseling services ▪ ___ # of scholars provided with | <ul style="list-style-type: none"> > counseling notes/reports > progress reports/case records | | | |

| PROJECT COMPONENTS | OBJECTIVELY VERIFIABLE INDICATORS (OVI) | MEANS OF VERIFICATION | TARGET | ACTUAL | REMARKS |
|--|--|--|--------|--------|---------|
| | peer counseling services | | | | |
| <i>d. Job Placement and Employment</i> | <ul style="list-style-type: none"> ▪ ___ # of scholars provided with employment guidance and counseling ▪ ___ # of scholars networked with/gained access to potential employers ▪ ___ # of clients gainfully employed | <ul style="list-style-type: none"> > counseling notes/reports > scholar's progress reports/ case records > referral letters to potential employers > list of scholars/trainees employed > databank | | | |
| <i>e. Organizing and Strengthening of PYAs</i> | <ul style="list-style-type: none"> ▪ ___ # of clients have joined the PYA ▪ One PYA organized/ reorganized per LGU (9 LGUs) | <ul style="list-style-type: none"> > list of scholars who joined the PYA > documentation of PYA activities and participation in the project > list of officers and members per municipality | | | |
| 5) <i>Advocacy</i> | <ul style="list-style-type: none"> ▪ ___ # of parents of scholars have attended and completed the training sessions on the ff. : PES ERPAT Training for Parents in Understanding Adolescents | <ul style="list-style-type: none"> > attendance sheets > documentation | | | |
| 6) <i>Networking</i> | <ul style="list-style-type: none"> ▪ ___ # of inter-agency meetings/consultations and FGDs conducted ▪ agreements made to forge alliances of stakeholders ▪ commitments made by stakeholders/partners | <ul style="list-style-type: none"> > MOAs/MOUs > minutes of meetings/documentation | | | |
| 7) <i>Project Management</i> | <i>Monitoring and Technical Assistance</i> | | | | |

| PROJECT COMPONENTS | OBJECTIVELY VERIFIABLE INDICATORS (OVI) | MEANS OF VERIFICATION | TARGET | ACTUAL | REMARKS |
|--------------------|---|---|--------|--------|---------|
| | <ul style="list-style-type: none"> ▪ monthly project monitoring/provision of technical assistance facilitated in all project areas by DSWD FO, Consuelo and PSWDO <p><i>Project Management Meetings</i></p> <ul style="list-style-type: none"> ▪ ___ # of project management meetings facilitated by the MSWDO with the LGU/pilot area project management team and local partners ▪ ___ # of quarterly project management meetings attended with the national project partners <p><i>Project Review and Evaluation</i></p> <ul style="list-style-type: none"> ▪ mid-term project review workshop (PREW) conducted with partners and stakeholders to assess project accomplishments based on the Work and Financial Plan and the Project Logframe and to identify gaps and loopholes that need to be addressed ▪ Terminal project review (PREW) conducted with partners and stakeholders to assess and evaluate over-all project accomplishments based on the | <ul style="list-style-type: none"> > monitoring reports > feedback reports <ul style="list-style-type: none"> > minutes of meetings > feedback reports > plan of actions <ul style="list-style-type: none"> > mid-term PREW documentation and action plan <ul style="list-style-type: none"> > Terminal PREW documentation | | | |

| PROJECT COMPONENTS | OBJECTIVELY VERIFIABLE INDICATORS (OVI) | MEANS OF VERIFICATION | TARGET | ACTUAL | REMARKS |
|--------------------|--|-----------------------|--------|--------|---------|
| | Work and Financial Plan and the Project Logframe | | | | |

Prepared By: _____

Noted by: _____