QUARTERLY PROGRESS REPORT | APRIL - JUNE **2023**

OPPORTUNITY 2.0

SECOND CHANCE OPPORTUNITIES
FOR OUT-OF-SCHOOL YOUTH

Contents

Acronyms and Abbreviations

A&E	Assessment and Certification
ACYNEC	Angeles City Youth Network Executive Council
AFBP	Academic-Focused Bridging Program
ALS	Alternative Learning System
BAE	Bureau of Alternative Education
BARMM	Bangsamoro Autonomous Region in Muslim Mindanao
BCPD	Banilad Center For Professional Development
BLE	Bureau of Labor and Employment
BYOB	Be Your Own Boss
CDO	Cagayan De Oro
CHED	Commission on Higher Education
CLC	Community Learning Center
COVID-19	Corona Virus 2019
CRS	Catholic Relief Services
DBM	Department of Budget Management
DepEd	Department of Education
DILG	Department of Interior and Local Government
DIS	USAID's Development Information Solution
DOLE	Department of Labor and Employment
DTI	Department of Trade and Industry
EDC	Education Development Center
HEI	Higher Education Institution
HERO	Higher-level Education or Training Readiness Orientation
IAC	Inter-Agency Committee
IAI	Interactive Audio Instruction
IHARRA	Iligan Hotels, Resorts and Restaurants Association
ILOA	USAID's Improving Learning Outcomes in Asia Activity
ILC	Industry Linkage Coordination
IR	Intermediate Result
IRIS	Institute for Research, Innovation, and Scholarships
IRR	Implementing Rules and Regulations
JCI	Junior Chamber International
LLMA	Local Labor Market Assessment
LOP	Life of Program
LRIR	Local Resource Inventory Report
LSP	Local Service Provider
MDYA	Madayaw Dabaw Youth Association
M&E	Monitoring and Evaluation
MEL	Monitoring, Evaluation, and Learning
MOU	Memorandum of Understanding
NC	National Certification

NCR	National Capital Region
NEDA	National Economic and Development Authority
NITESD	TESDA's National Institute for Technical Education and Skills Development
NTESDP	National Technical Education and Skills Development Plan
O2	USAID Opportunity 2.0 Program
OCA	Organizational Capacity Assessment
OSY	Out-of-School Youth
PESO	Public Employment Service Office
PIA	Philippine Information Agency
PIRS	Performance Indicator Reference Sheet
PITT	Performance Indicator Tracking Table
PWD	Person With Disability
PYAP	Pag-Asa Youth Association of the Philippines
PYD	Positive Youth Development
QC	Quezon City
RA	Republic Act
SBCDPO	Small Business and Cooperatives Development and Promotions Office (QC)
SDO	Schools Division Offices
SEAMEO INNOTECH	Southeast Asian Ministers of Education Organization Regional Center for Educational Innovation and Technology
SILC	Saving and Internal Lending Communities
SK	Sangguniang Kabataan (Youth Council)
TAYO	Team Albay Youth Organization
SY	School Year
TBD	To Be Determined
TESDA	Technical Education and Skills Development Authority
TOP	TESDA Online Program
TOT	Training of Trainers
TTI	TESDA Training Institutions
TVET	Technical-Vocational Education and Training
TVI	Technical Vocational Institution
UNICEF	United Nations Children's Fund
US	United States
USAID	Unites States Agency for International Development
USG	United States Government
VSO	Voluntary Services Overseas
WBL	Work Based Learning
WORQ	Workforce Outcomes Reporting Questionnaire
WRLSS	Work Readiness and Life Skills Survey
WRN	Work Ready Now!
YATOP	Youth Access to TESDA Online Program
YDA	Youth Development Alliance
YEP	DTI's Youth Entrepreneurship Program
YNEC	Youth Network Executive Council
ZSCMST	Zamboanga State College of Marine Sciences and Technology

Executive Summary

EDC CEO Liesbet Steer hosts a dinner with USAID ILOA delegation and O2 partners on April 25, 2023

The Education Development Center (EDC) is pleased to submit the Opportunity 2.0 (O2) Program's Quarterly Progress Report covering the period of April 1 to June 30, 2023 (FY23 Q3). The following report highlights the project achievements, the quality improvements of interventions and tools, partnership successes leading to sustainability, and shares the outcomes and lessons learned.

This quarter O2 highlights four significant achievements in systems change improving quality of training, policy development and building relationships between systems stakeholders. The achievements include:

- Supporting the Department of Education's Bureau of Alternative Education (DepEd BAE) and the Technical Education and Skills Development Authority (TESDA) **in teacher and instructor capacity building** through training of trainers and technical support as they piloted Be Your Own Boss (BYOB) and Work Based Learning (WBL) in 12 O2 sites.
- Supporting BAE as they continue to strengthen **policy and operational frameworks** through research and staff workshops.
- Convening the **Higher Education Learning Summit: Solidifying HEI's Role in OSY Development** which brought together 200 leaders in higher education, alternative and technical education, government partners, youth leaders and Youth Development Alliance (YDA) representatives who identified gaps and developed strategies. This included higher education institutions recognizing their valuable contribution to YDAs and communities and taking the initiative to self-fund the Higher-level Education or Training Readiness Orientation (HERO) program engaging university student to counsel OSY on second change education opportunities.
- Supporting sustainability efforts such as providing technical support as the Department of Trade and Industry (DTI) **expands the Youth Entrepreneurship Program (YEP!) the adoption of BYOB** which they will continue to funded this training moving forward.

Having exceeded many of the indicators over the past few years and recognizing there have been innovations that have taken place, O2 re-evaluated the Monitoring, Evaluation and Learning plan and submitted a revised plan in May. This plan increased five indicators and included an additional indicator which captures non-donor resources mobilized for local development priorities (CBLD-10). To date, US$1,195,394 has been contributed to support OSYs. In addition, O2 continues to engage OSYs in education opportunities, reaching 2,548 and increased the number of youth engaged in volunteer activities with 17,709 OSY reported this quarter.

O2's progress could only have been achieved through the support of the United States Agency for International Development (USAID) leadership and the strong relationships developed with DepEd BAE, TESDA, DTI, consortium partners and the youth.

About Opportunity 2.0 (O2)

O2 is a P1.9-billion ($37.5 million) program designed to support existing programs and mechanisms for Filipino out-of-school youth (OSY) that seek to improve their education, employment, and livelihood outcomes by 2025. The five-year program is implemented by U.S.-based Education Development Center (EDC) in collaboration with the Department of Education (DepEd) and Technical Education and Skills Development Authority (TESDA), in partnership with Accenture, Philippine Business for Education, Catholic Relief Services, Voluntary Service Overseas, and SEAMEO INNOTECH.

Program activities support DepEd and TESDA, as well as local governments, to provide quality education, skills and opportunities to more than 180,000 OSY. O2 will work with more than 2,000 teachers and 2,200 employers to build valuable partnerships between the education system, industry, community leaders, and government agencies who provide services to OSY.

Key activities include:
1. Support second-chance education programs teach innovative learning content that is relevant and responsive to youth aspirations for education and jobs through enhanced soft skills training, advancement to additional training programs and higher education, WBL opportunities, and entrepreneurship trainings.
2. Policy and capacity building support for growth of the BAE Alternative Learning System (ALS) as a bureau under DepEd.
3. Support for the ALS to enhance teachers' access to and use of flexible delivery modalities to meet the needs of the diverse OSY population.
4. Support in linking higher education institutions, local government units (LGUs), and relevant agencies through Youth Development Alliances (YDAs) to better address the needs of OSY.
5. Foster a network of higher education institutions that actively support initiatives to address the needs of OSY in their communities.
6. Supporting national and local systems to provide foundational skills that are responsive to employers' needs in work readiness and entrepreneurship.
7. Engaging the private sector by bringing youth to the workplace through activities such as WBL and work immersion; connecting industry and training and by listening to industry needs.
8. Expanding the network of YDAs.
9. Building productive alliances with industry and higher education.

OPPORTUNITY 2.0 PROGRAM SITES

▶ NCR HUB

Angeles City
Valenzuela City
Quezon City
Pasig City
Legazpi City

▶ CEBU HUB

Cebu City
Tagbilaran City
Iloilo City
Zamboanga City
Isabela City

▶ DAVAO HUB

Cagayan de Oro City
Iligan City
Davao City
General Santos City
Cotabato City

Performance Indicator Tracking Table

#	FAF # / Custom	Indicator Name	Indicator Type	Frequency of Reporting	Year 4 October 2022 - September 2023			LOP Target	LOP Progress (cumulative)
					Y4 Target	Q3 Progress	Q1-Q3 Progress		
Goal/Outcome Indicators									
1	Supp-15 ES. 1-59	Education system strengthened through USG-assisted policy reform	Outcome	Annual	Yes	Ongoing		Yes	Ongoing - ALS Law IRR written and approved; Operations Manual drafted. Technical inputs to 7 DepEd ALS Policies.
2	ES. 1-46	Percent of individuals who transition to further education or training following participation in USG-assisted programs	Outcome	Annual	25%	Results expected in Q4 FY23/Q1 FY24		25%	7.4%
3	EG. 6-11	Average percent change in earnings following participation in USG-assisted workforce development programs	Outcome	Annual	30%	Results expected in Q4 FY23 or Q1 FY24		TBD	TBD
4	EG. 6-12	Percent of individuals with new employment following participation in USG-assisted workforce development programs	Outcome	Annual	25%	Results expected in Q4 FY23 or Q1 FY24		25%	13.7%
IR1: Strengthened capacity of national and local systems to develop, deliver, and monitor second-chance education programs for out-of-school youth									
5	Supp-16	Education data system strengthened through USG assistance	Outcome	Annual	Yes (I)	Ongoing		Yes	Ongoing - ALS M&E Manual orientation with DepEd school divisions
Sub-IR 1.1: Second-chance programs teach innovative learning content that is more relevant and responsive to youth aspirations for education and jobs									
6	ES. 1-12	Number of education administrators and officials who complete professional development activities with USG assistance	Output	Annual	100	76	158	300	563
7	ES. 1-6	Number of educators who complete professional development activities with USG assistance	Output	Annual	550	728	1547	2,350	5,219
Sub IR 1.2: National and local educational systems deliver new content with quality, at scale, and in a manner that is engaging to youth									

#	FAF # / Custom	Indicator Name	Indicator Type	Frequency of Reporting	Year 4 October 2022 - September 2023			LOP Target	LOP Progress (cumulative)
					Y4 Target	Q3 Progress	Q1-Q3 Progress		
8	CUSTOM	Number of youth participating in USG-funded training program	Output	Annual	50,000	2,548	6,876	180,000	37,504
9	ES. 2-1	Number of host country higher education institutions receiving capacity development support with USG assistance	Output	Annual	5	3	56	110	110
10	ES. 2-54	Number of USG-supported partnerships that address regional, national, and/or local development objectives through or with higher education institutions	Output	Annual	0	4	20	54	80
Sub-IR 1.3 ALS supported to test flexible delivery modalities to meet the needs of diverse out-of-school youth populations									
11	CUSTOM	Number of youth reached through flexible delivery modalities	Output	Annual	2,000	2,246	6,266	6,000	35,744
IR2: Strengthened capacity of national and local systems to deliver workforce readiness and technical vocational training for out-of-school youth									
12	EG. 6-13	Percent of individuals with improved soft skills following participation in USG-assisted workforce development programs	Outcome	Annual	80%	Results expected in Q4 FY23 or Q1 FY24		80%	49%
13	YOUTH-1	Number of youth trained in soft skills/life skills through USG-assisted programs	Output	Annual	40,000	1,768	5,252	144,000	32,294
Sub-IR 2.1 National and local systems provide foundational skills in Work Readiness and Entrepreneurship									
14	CUSTOM	Number of teaching and learning materials (TLMs) that are inclusively representative produced with USG assistance	Output	Annual	10	0	1	20	45
Sub-IR 2.2 National and local youth workforce development systems are responsive to employers and prepare youth to transition into better jobs									
15	EG. 6-14	Percent of individuals who complete USG-assisted workforce development programs	Output	Annual	80%	80%	80%	80%	80%
16	CUSTOM	Number of employers engaged	Output	Annual	600	285	390	2,200	1,346

#	FAF # / Custom	Indicator Name	Indicator Type	Frequency of Reporting	Year 4 October 2022 - September 2023			LOP Target	LOP Progress (cumulative)
					Y4 Target	Q3 Progress	Q1-Q3 Progress		
Sub-IR 2.3: National and local youth workforce development systems prepare and support youth to start their own businesses/self-employment opportunities									
17	GNDR-2	Proportion of female participants in USG-assisted programs designed to increase access to productive economic resources (assets, credit, income, or employment)	Output	Annual	50%	47%	47%	50%	47%
18	EG. 4.2-7	Number of individuals participating in USG-assisted group-based savings, micro-finance, or lending programs	Output	Annual	200	58	180	500	515
Sub-IR2 2.4 Capacity of local training and accompaniment service providers built									
19	CUSTOM	Number of work experiences facilitated by USG-funded development program	Output	Annual	700	298	707	2,000	1,035
IR3: Improved enabling environment for Positive Youth Development at both national and local levels									
20	CUSTOM	Number of youth-friendly laws and policies	Outcome	Annual	6	0	2	16	15
21	CBLD-10	Value ($) of non-donor resources mobilized for local development priorities	Outcome	Annual	$711,282	Reporting expected Q4 FY23		$1,874,750	$1,195,394
Sub-IR 3.1 Stakeholders sensitized to the potential of vulnerable youth									
22	CUSTOM	Number of individuals who participate in orientation workshops promoting positive youth development	Output	Annual	700	24	643	1150	881
Sub-IR 3.2: Services, support networks, and relationships are more responsive to youth needs									
23	CUSTOM	Number of Youth Development Alliances (YDAs) established	Output	Annual	N/A	N/A		8	15
24	CBLD-9	Percent of USG-assisted organizations with improved performance	Outcome	Annual	80%	Reporting expected in Q4 FY23		100%	100%
25	CUSTOM	Number of youth engaged in leadership activities	Output	Annual	100	0	411	650	1,405
Sub-IR 3.3: Sustainable pathways for youth engagement created									
26	CUSTOM	Number of youth participating in volunteer activities	Output	Annual	26,625	17,709	21,371	62,250	25,578

What's New for the Quarter

U.S. Ambassador MaryKay Carlson speaks with upskilled OSY women and girls in Cebu

2,548	**728**	**285**	**17,079**
New youth reached in Q3	Teachers trained in Q3	Private sector partners engaged in Q3	New OSY volunteers reported in Q3

This quarter, O2 submitted an updated MEL plan which included an additional indicator (CBLD-10: Value ($) of non-donor resources mobilized for local development priorities). Targets for five of the original indicators were increased. O2 continues to monitor its project's performance based on the 26 indicators[1], in which 14 have significant movements for the quarter. To date, O2 has met or exceeded 11 project indicators against its Life-of-Program (LOP) targets.

O2's progress for this quarter supported DepEd and TESDA to provide capacity-strengthening training to 728 educators and trainers on Life Skills and 21st Century Skills modules. Central to O2's program objective to provide second chance opportunities, O2 for this quarter recorded 2,548 youth reached and 1,768 life skills completers through DepEd ALS, TESDA, and Local Service Providers (LSPs).

This quarter also includes 14,794 DepEd ALS completers reported as youth volunteers as part of the Life Skills Module 9: Civic Engagement, bringing the total number of youth volunteers engaged to 25,578.

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[1] Opportunity 2.0's revised MEL Plan submitted in May 2023 contains twenty-six (26) performance indicators to capture the progress of the program. A short narrative on the changes of the MEL Plan is explained on page 17.

Meaningful youth engagement activities are embedded in the Life Skills curricula, facilitating the youth's understanding of their role in community building by helping address problems within their own communities.

Outcome Indicators

O2 is currently rolling out a series of outcome evaluation activities, focused on capturing the improvements of learners taking soft skills programs (Indicator #12), and transition to education (Indicator #2), new employment (Indicator #4), and change in earnings (Indicator #3), with the population of youth that meets the indicator requirements. These assessment studies report and measure participants' employment and earning outcomes, as part of USAID's mission to implement youth workforce programming to help prepare the youth to "lead productive lives, gain employment, and contribute positively to society."[2]

The table below lists a summary of O2's ongoing data collection activities and expected reporting timeline for measuring segments of O2-supported youth population through different activity streams (DepEd, TESDA Online Program, LSPs) to measure improvement in soft skills measured through the Work Readiness and Life Skills Survey (WRLSS) and employment and earnings outcome through the Workforce Outcomes Reporting Questionnaire (WORQ):

Youth Population	WRLSS		WRLSS - Expected Reporting Timeline	WORQ		WORQ - Expected Reporting Timeline
	Baseline	Endline		Baseline	Endline	
TESDA Online Program (TOP) Learners	Concluded Q2 FY23	Concluded Q3 FY23	Q4 FY23	Concluded Q2 FY23	To commence – Q1/Q2 FY24	Q2/Q3 FY24
Local Service Providers (LSP) learners	Ongoing	Q4 FY23	Q4 FY23	Ongoing	To commence – Q2/Q3 FY24	Q2/Q3 FY24
DepEd ALS S.Y. 2022-2023	Concluded Q1 FY23	Ongoing	Q4 FY23	Concluded Q1 FY23	To commence – Q1 FY24	Q2 FY24
Workforce Development Completers (2021-2022)	Reported using Soft Skills Assessment (FY22 report)			Concluded FY22	Ongoing	Q4 FY23

Project Indicators

Intermediate Results 1 (IR1)

O2 continues its strong partnership with DepEd BAE to support the strengthening and implementation of RA 11510 through the implementation of ALS program. O2 provides technical assistance on priority policies that support the Philippine government's second-chance education programming (see write-up in Activity 4-1.2.2 for the list of continued priority policies supported by O2). O2 also provided professional capacity development activities and rolled out refresher and continuous trainings for 728 educators and 76 officials on Life Skills, 21st Century Skills, Be Your Own Boss (BYOB), and Work-Based Learning (WBL) programs. Additionally, previously reported DepEd ALS completers completing Life Skills are officially reported in Indicator #26.

O2 partnered and trained (Indicator #9) with three HEIs (Indicator #10) in Davao, Iligan, and Iloilo Cities and have been trained (Indicator #9) to deliver O2's training programs through 'Grants for Work Readiness and Continuing Education Training for Out of School Youth' this quarter. With these collaborations, O2 aims to reach at least 300 OSYs.

O2's courtesy call to DepEd Undersecretary Gina Gonong

Intermediate Results 2 (IR2)

O2 recorded 1,768 life skills completers[3] (Indicator #13) (473 ALS youth, 1,295 TESDA youth) this quarter coming from DepEd ALS, TESDA, and LSPs. This period highlights the first official data transmission of TESDA learners, in accordance with the Data Sharing Agreement execution between EDC and TESDA. The first report comprised of 928 OSYs who completed Life Skills across program sites. O2 expects to report additional number of youth who completed 21st Century Skills Modules under TESDA institutions continuously under the Data Sharing Agreement. Workforce development completion rate for youth learners (Indicator #15) as of this quarter stands at 80 percent, on par to meet its annual completion rate target of 80 percent.

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[3] O2 is reporting a fraction of what is expected to be reported in terms of capturing ALS youth enrolled in the DepEd ALS program. Data collection efforts to capture S.Y. 2022-2023 is continuous and the full enrolment and completion is expected to be reported in the Q4/FY23 Annual Report.

Private sector engagement maintains an active role in providing spaces for youth to gain hands-on experience and help prepare them for employment. This quarter, O2 engaged 285 (65 percent of Y4 target) private sector employers (Indicator #16) through continued engagement initiatives to discuss initiatives for OSYs (e.g. sensitization events), hosting work immersions, and hiring O2 program completers. This now brings the total of engaged employers to 1,346. Additionally, 285 youth have reported completing various work experiences (Indicator #19), which brings the total accomplishment to 1,035 (101 percent of Y4 target).

Catholic Relief Services, an O2 consortium partner, continued to implement the Savings and Internal Lending Community (SILC) program that aims to provide youth with financial literacy training and community-based savings activities (Indicator #18). This quarter, 58 additional youth were recorded, which brings the total accomplishment to 515 (103 percent of LOP target).

Intermediate Results 3 (IR3)

O2 continues to co-facilitate an improved environment for OSYs through partnering with Youth Development Alliances (YDAs) in each program site. While the number of YDAs established (Indicator #23) has exceeded its LOP target, O2 continues to provide capacity strengthening activities and initiatives, as a pathway to achieve locally-led development priorities and agenda to achieve sustainability. The performance of the YDAs is evaluated using Organizational Capacity Assessment (OCA) tool adapted for the structure and operations of the YDA, which feed into CBLD-9: Percent of USG-assisted organizations with improved performance. The activities measuring improved performance of the YDAs are ongoing this year and have been conducted in three out of 15 sites, full reporting is expected next quarter.

Additionally, 24 individuals received training on promoting positive youth development (PYD) (Indicator #22), this brings the total of PYD participants to 643 this year (92 percent of Y4 target). Sustaining meaningful youth engagement through volunteering activities saw a significant increase. This quarter, O2 records 17,079 youth engaged in volunteering activities. The significant increase is attributed to the designed youth volunteer activities included in the implementation of OSY Barangay Caravans, and the addition of DepEd ALS completers starting S.Y. 2021-2022, completing Module 9: Civic Engagement of the Life Skills modules.

Adjustments to the Monitoring, Evaluation, and Learning (MEL) Plan

O2 will adapt the MEL Plan revised May 2023 starting this quarter for current and subsequent project reporting requirements. The plan contains an update on indicator definitions and targets, to reflect technical activities planned until the project's last year. Below is the summary of changes in specific indicators and its targets:

Section	Proposed Changes
Performance Indicator Tracking Table (PITT), Individual Performance Indicator Reference Sheet (PIRS)	**New Indicators** Addition of **Indicator 21: CBLD-10** Value ($) of non-donor resources mobilized for local development priorities under IR3; LOP target: $1,195,314 **Indicators with Proposed Adjusted Targets** **Indicator 7: ES.1-6** Number of educators who complete professional development activities with USG assistance Original LOP target: 1,700 Proposed new LOP target: 2,350 **Indicator 9: ES.2-1** Number of host country higher education institutions receiving capacity development support with USG assistance Original LOP target: 15 Proposed new LOP target: 110 **Indicator 10: ES.2-54** Number of USG-supported partnerships that address, regional, national, and/or local development objectives through or with higher education institutions Original LOP target: 14 Proposed new LOP target: 54 **Indicator 22:** Number of individuals who participate in orientation workshops promoting positive youth development Original LOP target: 150 Proposed new LOP target: 1150 **Indicator 26:** Number of youth engaged in leadership activities Original LOP target: 430 Proposed new LOP target: 650 **Updated Target (from N/A):** **Indicator 3: E.G. 6-11** Average percent change in earnings following participation in USG-assisted workforce development programs **Year 4: N/A to 30%** **Year 5: N/A to 30%** **LOP: N/A to 30%** **Dropped Indicators** **Indicator 21: GNDR-3** Proportion of females who report increased self-efficacy at the conclusion of USG-supported training or programming

Performance Indicator Reference Sheets (PIRS)	Each indicator's PIRS:
	
	1. Reflected proposed LOP target changes and rationale on indicators with proposed target changes
	2. Added Year 1-3 actuals
	3. Updated DIS information (target disaggregation) for the following:
	   a. Indicator 2: ES 1-46. Percent of individuals who transition to further education or training following participation in USG-assisted programs
	   b. Indicator 3: EG. 6-11 Average percent change in earnings following participation in USG-assisted workforce development programs
	   c. Indicator 4: EG. 6-12 Percent of individuals with new employment following participation in USG-assisted workforce development programs

	d. Indicator 6: ES.1-12 Number of education administrators and officials who complete professional development activities with USG assistance e. Indicator 7: ES.1-6 Number of educators who complete professional development activities with USG assistance f. Indicator 9: ES.2-1 Number of host country higher education institutions receiving capacity development support with USG assistance g. Indicator 10: ES.2-54 Number of USG-supported partnerships that address, regional, national, and/or local development objectives through or with higher education institutions h. Indicator 15: EG6-14 Percent of individuals who complete USG-assisted workforce development programs
Indicator 8 PIRS	**Indicator 8: Number of youth participating in USG-assisted program** Dropped term "in the last six months or in the school year that immediately follows the period of being OSY" to reflect "May be an Elementary/Junior/Senior High School graduate but have not enrolled to the next higher level" Expanded eligibility of counted under youth reached to add: Basic Literacy Program or Elementary ALS program who are 15-24 years old within the DepEd School Years 2020-2021, 2021-2022, 2022-2023, 2023-2024 who have taken up Life Skills training.

Indicator 15 PIRS	**Indicator 15: Percent of individuals who complete USG-assisted workforce development programs**
	
	Current definition of a workforce development completer:
	
	In the context of O2, youth will be considered to have completed workforce development program if they have gone through the following training streams:
	• For TVET youth - Completed 80% of 21st Century Skills competencies (WRN) required under each training regulation of the TVET program plus completion of TVET skills training
	• For ALS Youth
	  i. Completed Life Skills (WRN) modules in ALS course and WBL
	  j. Completed Life Skills (WRN) modules in ALS course and BYOB
	
	Proposed updated definition of a workforce development completer:
	
	In the context of O2, youth will be considered to have completed workforce development program, which is operationally defined as meeting any of the following conditions:
	• For TVET youth – Completed 80% of 21st Century Skills competencies (WRN) required under each training regulation of the TVET program
	  a. For youth trained under Youth Access to TESDA Online Program (TOP Youth) – completion of at least 7 of the 9 modules
	• For ALS Youth – Completed 80% of Life Skills (WRN) modules (or completion of at least 5 of the 6 core Life Skills modules)
	
	Proposed added text to contextualize eligibility of those who can be considered as Workforce Development participants or completers:
	
	Additionally, the following youth population will be considered workforce development participants and completers:
	• DepEd ALS Junior High School students
	• TESDA learners
	• TOP learners
	• Youth learners from LSPs

Learning Agenda

O2 continues to demonstrate the potential for scaling by developing proof of concept models. Progress for the quarter in review include:

- Support to DepEd for the development of operational guidelines facilitating limited scale-up of WBL and BYOB as a regular component of ALS Junior High School program in selected school divisions (described in Activity 4-1.1.3 Quality Assurance of Life Skills and Work Readiness Training).

- Technical guidance to DepEd BAE in preparation of a policy proposal summary in support of an Academic-Focused Bridging Program (AFBP), informed by the successful O2 AFBP for OSY piloted by Ferndale College in Zamboanga City under O2's Higher Education Grant (described in Activity 4-1.2.2 Support for Policy Development).

- Hosted the O2 Higher Education Learning Summit, held May 30-31, involving sharing of innovations and insights of O2-initiated youth development initiatives conducted by HEIs and fostering of a sustainable community of practice among the delegates of the summit (described in Activity H.E.2).

In addition to pilot-testing innovative models for springboards for system strengthening, O2 continues to implement operations research designed to inform O2 planning and the systems strengthening requirements of DepEd and TESDA. For the quarter this includes:

- Evaluation of proposals from HEIs for a Php 3 million research grant to conduct a 16-month tracer study for ALS Junior High School learners and completers for S.Y. 2022-2023. The study is one of the priority research studies of the DepEd ALS Research Agenda 2022-2026.

- Launch of a Php 20 million grant call to enable Philippine Higher education Institutions to collaborate with local governments, industry, or US-based HEIs to conduct academic research, develop technological solutions or innovate processes and systems to support OSY development (described in Activity H.E.1).

- Completion of the draft research report prepared by Accenture on exploring OSY employment opportunities (both waged employment and OSY-led micro enterprise) in the blue and green economy).

- Completion of draft rapid assessment by Accenture exploring statistical trends in OSY enrolment and reasons why OSY enrolment in ALS and technical skills training courses has not increased as expected. The results of the research will inform:
    o DepEd BAE's and TESDA's advocacy and social mobilization efforts to increase enrolment of OSY in their programs.
    o O2's programmatic strategic thinking for the envisioned cost-extension and annual planning for Y5 of the project.

- EDC also fielded Short-Term Technical Assistance to begin exploratory research on a system strengthening study to inform the planned O2 cost extension programmatic strategy and documentation of effective system-strengthening initiatives as a reference for future USAID program development.

Activity Reports: Accomplishments

IR1 Strengthened capacity of national and local systems to deliver second-chance education programs for OSY

CDO ALS teacher in training for WBL-BYOB roll out

Sub-IR 1.1 Second-chance programs teach innovative learning content that is more relevant and responsive to youth aspirations for education and jobs

O2 made progress in achieving the key outcomes of Sub-IR1.1 activities which include piloting WBL and BYOB in all 15 O2 sites, monitoring and evaluating the pilots, and integrating improvements.

Activity 4-1.1.1 Capacity-building for Learning Strand 4
Supports indicators 5, 6, and 7

In Region 10, O2, with DepEd Schools Division Office of Cagayan De Oro conducted a Refresher Training on May 8-9, with 33 ALS teachers participating. The training aimed to ensure the quality delivery of Be Your Own Boss (BYOB) and Work-Based Learning (WBL) by enabling teachers to review essential concepts in delivering the Work Ready Now! (WRN) modules and receiving more focused, personal, and in-depth feedback on the overall facilitation of the teaching-learning process.

Activity 4-1.1.2 Implementation of Life Skills and Work Readiness training
Supports indicators 3, 4, 16, and 19

In addition to the 10 sites that have conducted the WBL and BYOB pilot, ALS Isabela City completed their pilot implementation in April, with164 learners having completed WBL and 166 completed BYOB. Over the LOP, 16,472 ALS youth have completed WBL and 16,445 completed BYOB.

I am now confident that my business will grow because I am now able to monitor my income, expenses and, most importantly, my profit.

—Nurmin Alawi, ALS Learner, Isabela City

Activity 4-1.1.3 Quality Assurance of Life Skills and Work Readiness Training
Supports indicators 2, 3, 4, 6, 7, 8, 12, 13, and 15

Following the WBL and BYOB assessment workshop held in March 2023 in Cebu City, O2 organized a debrief session on April 11. The session involved ASec G.H. Ambat, Director Marilette Almayda, Director Lynn Padillo, and BAE staff. During this meeting, O2's program implementation progress and the outcomes of the assessment workshop were shared with the BAE leadership.

The result of the assessment workshop will inform the limited scale-up of WBL and BYOB in DepEd ALS. Moreover, BAE expressed an interest in exploring additional O2 activities including the Higher-level Education or Training Readiness Orientation (HERO) programs to support the AFBP of ALS, and the Industry Linkage Coordination component of WBL and BYOB.

BAE Organizational Capacity Assessment Action Planning Workshop

Sub-IR 1.2 National and local educational systems deliver new content with quality, at scale, and in a manner that is engaging to youth

Activity 4-1.2.1 Manual of Operations
Supports indicator 1

O2 continues to actively support the operationalization of pertinent provisions in the RA 11510 and its Implementing Rules and Regulations, including the development of the ALS Manual of Operations. The first full draft of the manual was completed this quarter and is ready for BAE validation and finalization. ASec. Ambat, Dir. Almayda, Dir. Padillo, select members of BAE, and Regional and Division ALS focal will be participating in finalizing the ALS Manual of Operations scheduled on July 13-14.

Additionally, the ALS Manual of Operations for Administrators will be presented and validated during the said event. O2 started the development of the Manual of Operations for Administrators in July 2022.

We have not reached our goal yet but we're getting there through O2's help. We will continue delivering our mandate as outlined by the law for the benefit of our ALS learners.

—ASec for ALS G.H. Ambat, DepEd

Activity 4-1.2.2 Support for policy development
Supports indicator 1

O2 continues to support the BAE senior management team in formulating and implementing its ALS 2.0 policy reform agenda designed to enhance the accessibility, quality, and governance of ALS. This includes assisting the BAE to address the requirements of Republic Act 11510: An Act Institutionalizing the ALS, designed to strengthen the 'S' in ALS. For the quarter under review, this included providing technical inputs into the following:

- Finalization of DepEd Order – Guidelines on Implementation of the Alternative Learning System Senior High School
- Finalization of DepEd Memorandum 22, series 2023 – Guidelines on the Conduct of Presentation Portfolio Assessment for ALS A&E Elementary and Junior High School Learners for S.Y. 2022-2023
- Finalization of DepEd Order – Guidelines on the Recognition of ALS Implementing Partners
- Drafting of proposed Joint Memorandum Circular (between DepEd, DILG, and DBM) regarding the Use of the Local Government Special Education Fund to support ALS,

including the Engagement of Services of Community ALS Implementers in local government units
- Review of the proposed revised DepEd K to 12 Curriculum and related shaping papers and its implications for ALS programs
- Technical support for discussions during the DepEd BAE Writeshop on Validation of ALS Policies held in San Fernando, Pampanga on May 22-26
- Technical support for policy discussions during the 20th National Consultative Conference for ALS Focal Persons held in Cebu City on May 29-June 1. Ongoing policy proposals of BAE were discussed during the conference to incorporate field-level feedback or inputs
- Response to on-call requests for technical assistance related to system strengthening from the Office of the Assistant Secretary for ALS

Activity 4-1.2.3 Improving ALS Learning Strand 4 Delivery
Supports indicators 1 and 14

The result of WBL-BYOB pilot assessment, jointly conducted with DepEd BAE in March 2023, was very positive. Feedback from the implementers showed that the modules are aligned with the ALS curriculum and are good materials to deliver the Learning Strand 4. In response to the results of the pilot assessment, the BAE committed to a phased scale up of implementation of WBL-BYOB. This forms part of its effort to improve the work readiness of its ALS graduates in response to the DepEd's *MATATAG* reform agenda.[4]

During the 20th National Consultative Conference for ALS Regional and Select Division Focals in Cebu City on May 29-June 1, DepEd BAE requested all regions to identify at least two school divisions for the limited scale-up of WBL-BYOB in the ALS Junior High School Program in S.Y. 2023-2024. The O2 team also met with the DepEd BAE on June 16, to help craft the draft DepEd memorandum which will formally authorize and provide technical guidance on the limited scale-up process and guidelines for WBL-BYOB implementation.

In the coming months, O2 will expand the number of ALS teachers who are oriented on private sector engagement. Private sector partners can host ALS learners for immersion and provide possible employment. Through O2's efforts, teachers are strengthening their capacity to create linkages with industries and the private sector in their respective communities. The O2 team is currently finalizing the contextualization of the EDC-developed WBL Industry Linkage Coordination Resource Book for use by ALS implementers.

Activity 4-1.2.4 BAE capacity-building
Supports indicator 6

Through its partnership with Accenture, O2's EDC team has worked closely with the BAE in conducting a series of organizational development interventions that address priorities detailed in

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[4] MATATAG: DepEd's new agenda to resolve basic education woes https://www.deped.gov.ph/2023/01/30/matatag-depeds-new-agenda-to-resolve-basic-education-woes/

BAE's OCA action plan. For the past quarter, work focused on the following key areas of organizational transformation of BAE:

- Completing the OCA and analysis of incoming BAE staff to identify critical gaps, and identification of possible priority capacity building interventions, following the 70:20:10 capacity building model
- Conduct of an organizational process review of the key operational process of the two BAE Divisions (Policy and Quality Assurance Division and Program Management and System Development Division)
- Development of leadership assessment tools for use in support of an Executive Coaching and Mentoring program for BAE senior and middle managers
- Support for the change management process as BAE matures as new fully-functioning organizational unit within DepEd

In the next quarter, this organizational strengthening will continue with emphasis on enhancing the BAE's organizational processes and governance systems. This includes helping BAE define its success indicators in terms of its operational mandates and key processes and strengthening its risk management systems.

BAE Organizational Capacity Building workshop held in Accenture, Taguig

Activity 4-1.2.5 Support for BAE Research Agenda (see also Higher Education and Grants Sections)
Supports indicators 1, 5, and 10

O2 received 11 applications from HEIs this quarter for the Php 3 million research grant to support DepEd's ALS Research Agenda, which DepEd BAE has formerly developed with UNICEF. The research will focus on a tracer study of ALS students and completers for S.Y. 2022-2023 and determining enabling and hindering factors relative to completing the ALS program. Currently, O2 is in the process of completing the pre-award and negotiation process of the selected HEI by the Grants Selection Committee. The committee was composed of technical members of DepEd BAE and O2, who were identified to supervise the selection of the grantee from paper evaluations, deliberations, and negotiations both on the technical and financial aspect of the grant. The grant is expected to be awarded by August 2023.

Activity 4-1.2.6 Teacher Professional Development
Support indicators 6 and 7

O2, through SEAMEO INNOTECH, officially started the Teacher Professional Development Course 3 on March 30 with 461 enrolled participants involving 27 classes composed of division teams. The first day started with an orientation of the 461 enrollees and introducing them to their assigned Flexible Learning Tutors and Associates. Unlike the first two courses, Course 3 was unbundled into three sub-modules.

Module 1 on Community Mapping and Curriculum Contextualization ended on April 30 with most of the respondents indicating that the module exceeded their expectations. Except for the graded activities which were rated as 'very satisfactory,' most respondents rated the quality of the course instructions and the online materials as 'excellent.' Module 2 on ALS 2.0 Authentic Assessment and Portfolio opened on June 1 and ended on June 30. Module 3 on ALS 2.0 Post-Program Support and Professional Development is scheduled on August 1-30.
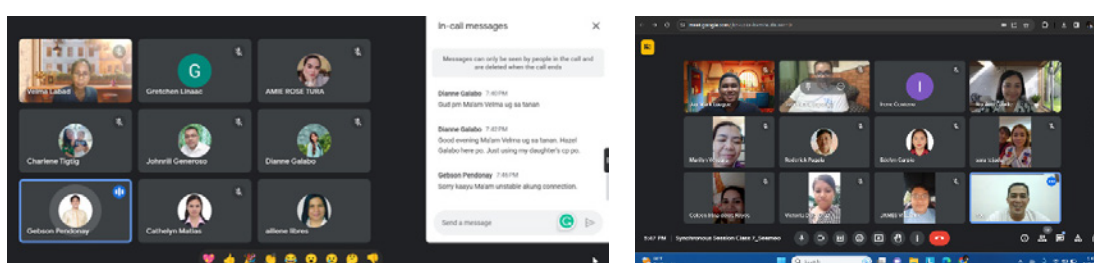
O2's teacher professional development support to DepEd BAE delivered online by SEAMEO INNOTECH

The culminating activity of Course 3 will be designed as a two-day in-person integration session where successful completers of the course requirements will meet as a community of practice. At the end of the session, the participants will be expected to: i) Share experiences and lessons learned in enhancing the delivery and management of the ALS program; ii) Rediscover one's strengths and areas for improvement as an ALS implementer, and iii) Celebrate the gains and identify key action points for continuing support for teacher development at the division level.

Activity 4-1.2.7 Support for BAE Monitoring and Evaluation (M&E) activity
Supports indicators 1 and 5

O2, through consortium partner SEAMEO INNOTECH, conducted a series of division-wide Orientation on the ALS Monitoring and Evaluation System. The orientation generated new insights and suggestions about the key performance indicators based on the different implementation context of the five divisions.

The orientation in Legazpi City, on April 17-21, was attended by 21 personnel from the Schools Division Offices (SDO) from Masbate and Legazpi with four representatives from the Regional Office. It was followed by another orientation in Leyte on May 2-5 with 24 SDO personnel from Leyte and one Regional Office representative. Following this is the orientation in Panabo City on May 15-9 where 22 SDO personnel and one Regional Office representative attended. Lastly, the orientation in the Division of Bulacan, on May 22-26, was attended by 25 SDO personnel.

At the end of the orientation, all divisions were able to draft their ALS M&E system pilot implementation plans which will be the basis for BAE's monitoring.

Sub-IR 1.3 ALS supported to test flexible delivery modalities to meet the needs of diverse OSY populations

Activity 4-1.3.1 Complete and handover Interactive Audio Instruction (IAI) materials and capacity-building
Supports Indicators 6, 7, 8, 11, 12, 13, and 14

O2 is currently developing the IAI promotional video, which is an awareness campaign material to introduce IAI as an inclusive instructional tool to deliver the Life Skills Modules. The script and storyboard have been approved by BAE. O2 is now in the process of shooting the scenes for the said video. Additionally, IAI episodes 9 and 10 is nearing its completion. The complete episodes are expected to be turned-over to BAE by the end of September.

IR2 Strengthened capacity of national and local systems to deliver workforce readiness and technical-vocational training for OSY

Sub-IR 2.1 National and local systems provide foundational skills in Work Readiness and Entrepreneurship

Activity 4-2.1.1 Relevant work readiness content integrated into the curriculum
Supports indicators 1, 6, 7, and 14

This quarter, O2 conducted a co-development writing workshop for the 21st Century Skills Modules for National Certificates III and IV on April 21-23. O2 staff, together with the TESDA's National Institute for Technical Education and Skills Development (NITESD)'s Curriculum and Training Aids Development Division made significant advances and expected to complete the modules in October. These modules will equip TESDA learners with an advanced soft skills competencies needed by employers seeking staff with NC III and NC IV certifications.

It is rare to find partners wholly committed to TVET education in the Philippines. So trainer-writers, let's do all we can to complete learning materials assigned to us.

—Agnes Panem, Chief TESD Specialist

Activity 4-2.1.2 Institutionalization of YATOP as local development initiative for youth transitioning to employment and entrepreneurship
Supports indicators 3, 4, 11, 12, and 13

A total of 129 youth had officially graduated as the first cohort of Youth Access to TESDA Online Program (YATOP) in Pasig, Iligan, and Iloilo. They are now equipped in work and business readiness skills after going through 21st Century Skills, TESDA Online Program, WBL, and BYOB training.

TOP graduates in Iloilo show off completion certificates

As of June 2023, 75 TOP youth are conducting hands on training and assessment through five institutions in Iloilo, Iligan, and Pasig. Iloilo City partnered with the local TESDA Regional Training Center. Pasig partnered with Professional Electronics Institute, B and B Academy, and the International Training Center and Hospitality Institute. Lastly, Iligan City partnered with Christian Horizon School. Of the 24 TOP youth, 19 passed the assessment in Iligan and Pasig. With their new skills, the youth are beginning work immersion with O2 private sector partners. O2 is preparing for a second cohort in the three expansion sites to run from July to December 2023.

" The TESDA Online Program was a huge help. I learned how to encode and deal with different types of people. Most of all, I have a job now. Because of USAID Opportunity 2.0, not only me but my whole family is better off now and in the future.

—Regine Soco, 19, former OSY now a coordinator at a local training center in Iligan City

YATOP has opened the doors for TTIs and TVIs to find in a contemporary way of implementing TESDA training programs. Through YATOP, local institutions are now looking to integrate online methods and hands-on training into delivering Technical-Vocational Education and Training (TVET) in their communities. Due to this, TESDA scholars who are working, in marginalized areas, and with financial constraints can be catered to through distance or self-paced learning.

Activity 4-2.1.3: Support to TESDA's Policy Direction and Strategic Plans
Supports indicator 1

TESDA's Futures Thinking Program

TESDA's Futures Thinking institutionalization and capability building programs on strategic foresight for agency's leaders is now on its final stage. The series of sessions concluded in February with capstone presentations on four key areas: Skills Anticipation, Future of Assessment and Certification, Special Clients, and Trainers' Development. The final stage will focus on strategic foresight institutionalization framework development planning within TESDA. As next steps forward, the Center for Engaged Foresight, O2's consultant for TESDA Futures Thinking initiatives, recommended a multi-phase plan to institutionalize foresight within the agency:

- *Phase 1: Futures Readiness Assessment and Continuing Capacity Building* involves conducting a futures readiness assessment within TESDA and narrowing down the members of the TESDA strategic foresight core team. A TESDA strategic foresight office would be created and capacity building workshops would be continuously delivered to TESDA staff.
- *Phase 2: Development of the Strategic Foresight Policy and Program* will consist of the continuation of capacity building through forums, webinars, and development of knowledge products for strategic foresight. This phase aims to ensure the continuity of capacity building and knowledge management on strategic foresight in the agency.
- *Phase 3: Scenario and Strategy Development Research* will consist of the development of futures scenarios for TESDA and the strategies to achieve them. This phase will enhance the anticipatory intelligence and capacity of TESDA to be futures-ready.
- *Phase 4: Creation of the TESDA Strategic Foresight Management System* will consist of the institutionalization of strategic foresight within TESDA. In this phase, strategic foresight will be integrated into the strategic, tactical, and operational processes of the agency, and embed into organizational culture of TESDA. To sustain the gains of this project and ensure the maturity of the foresight capabilities of the department personnel, a strategic foresight management structure and system will be established.

In its final April report, the Center for Engaged Foresight presented several recommendations for TESDA in its endeavor to institutionalize the Futures Thinking Framework:

- Incorporate foresight in the planning, research, and strategy development of TESDA
- Capacitate the TESDA foresight team through a Training for Trainers program
- Create more capacity building opportunities for TESDA personnel, and related trainings for TESDA personnel

- Provide guidelines on how strategic foresight can be applied in strategic planning, policy analysis and research, risk management, innovation, and strategy development
- Build a community of foresight practitioners within TESDA

The TESDA office of Deputy Director for Policies and Planning through its Planning Office will take the lead in action planning and operationalizing the recommended multi-phase Futures Thinking Framework institutionalization within the duration of TESDA's 5th cycle of the National Technical Education and Skills Development Plan (NTESDP).

O2 Continues to Support TESDA's 5th Cycle NTESDP

The formulation process for TESDA's 5th Cycle NTESDP is nearing completion this quarter with the conduct of multi-stakeholder validation and alignment meetings. Stakeholders coming from the government, civil society, technical partners and donors, development partners, academic experts, and the private sector met in several workshops to validate findings of baseline assessment and agree with the new NTESDP agenda and framework.

Former TESDA Director General addressing participants at the NTESDP Multisectoral Consultation on May 23, 2023

O2 consultant, The Institutes for Research, Innovation and Scholarship (The IRIS), and the TESDA Planning Office completed a five-day planning session with TESDA Executive Offices for the Agenda-Setting of the TESDA NTESDP 2023-2028 held on April 28. Representatives from TESDA's Quality and Standards Office, Planning Office, NITESD, Regional Operations Management Office, Certification Office, Information and Communication Technology Office, Financial and Management Service, TESDA Women Center, and Partnership and Linkages Office participated in the workshop. On the same day, The IRIS also presented the NTESDP strategic framework and agenda to TESDA key officials, led by then Director-General Danilo P. Cruz, together with TESDA Deputy Director Generals and Executive Directors for their approval.

On May 8, the Planning Office of TESDA and The IRIS convened members of the TVET Inter-Agency Committee (IAC), from various members of national government agencies (including DOLE, DepEd,

CHED, DTI), for the IAC Consultation and endorsement of the NTESDP Strategic Framework and agenda. Then on May 23, the 'Multi Sectoral Consultation of the NTESDP Strategic Framework and Agenda' was facilitated by The IRIS where former Director-General Cruz and TESDA Deputy Director Generals participated along with select directors and officials from central, regional, and provincial offices. To further firm up the NTESDP framework and strategies, a virtual consultation with the regional and provincial Technical Education and Skills Development Committees was held on June 16. The NTESDP is scheduled for presentation to the NEDA Social Development Committee Technical Board and Cabinet in July for approval. A grand launch event of the new NTESDP is slated on the Philippine National Day of TVET, August 25.

One of the strategies in the 5th Cycle NTESDP is increasing the employability of TVET graduates and create entrepreneurs and innovators through TVET.

We will ensure TVET opportunities are available to all who want to access them, and expand learning opportunities to those who need it most.

—DDG Rosanna A. Urdaneta, Deputy Director General for Planning and Policies, TESDA

Sub-IR 2.2 National and local youth workforce development systems are responsive to employers and prepare youth to transition into better jobs

Activity 4-2.2.1 Develop Work Readiness and Entrepreneurship Skills of the Youth
Supports indicators 2, 3, 4, 8, 13, and 15

For this quarter, an additional 115 TTI and TVI Trainers from Region 7 completed training on the content and delivery of TESDA Work Readiness Modules on 21st Century Skills for NC I and II in April. Multiplier Training of Trainers (TOTs) in TESDA Region 10 and BARMM also resulted to 498 newly trained trainers on 21st Century Skills.

Overall, there are already 1,228 TVET trainers from both TTIs and TVIs that are trained on the content and delivery of the 21st Century Skills NC I and II qualification levels. The training ensured that TESDA trainers had stronger delivery of the basic competencies so that learners were able to demonstrate the soft skills needed in the dynamic world of work.

It is important that we remain faithful in teaching the basic competencies (before introducing the common and core competencies) as these competencies set the ladder of success of our trainees.

—ARD Floro Rinca, TESDA Region 7

Activity 4-2.2.2 Improved Work Facilitation Services
Supports indicators 6, 7, 16, and 19

> **Training is hard. But I knew it was all going to be worth it. Thank you very much USAID Opportunity 2.0. I now have a job!**
>
> — Alvin Tanajura, 19, now a service crew at a local CDO restaurant after TOP

Private sector partners continue to host ALS and TESDA youth for work immersion and support their transition to wage employment. From last quarter's 737, there are now 1,035 youth (298 more from previous quarter) that have completed work immersion.

A great industry partner for O2 is the Iligan Hotels, Resorts and Restaurant Association (IHARRA) due to their expansive network of companies and their interest in supporting OSYs. IHARRA member-restaurants, Specialized Cafe, Noona's Grill, Gluttons by Makan Lah, and Kitchenommy Delights, all opened their doors to youth who pursued TVET courses in Food and Beverage Services as well as Housekeeping. The youth spent one week as service staff and gained valuable experience.

To improve work facilitation services for OSY, O2 consulted met with senior leadership of the Department of Labor and Employment (DOLE), including Undersecretary for Employment and Human Resource Development Cluster, Carmela Torres, ASec. Paul Vincent Añover, and Bureau of Labor and Employment (BLE) Director, Patrick Patriwirawan Jr. to discuss strengthening Public Employment Service Office (PESO) services for OSY across the country. The Undersecretary was very supportive and a series of workshops are planned for the next quarter..

Meeting with DOLE Undersecretary Carmela Torres

Youth in work immersion in Iligan

Sub-IR 2.3 National and local youth workforce development systems prepare and support youth to start their own business or self-employment opportunities

Activity 4-2.3.1 Expanded SILC activity
Supports indicators 17 and 18

CRS's SILC successful closeout event and moving forward

O2, through consortium partner CRS, completed O2's SILC component on a high note on May 9-10 through a closing event wherein different partner agencies and youth from pilot sites of Cagayan de Oro (CDO), Cebu City, Davao City, Cotabato City, and Quezon City (QC) participated. Youth and facilitators shared their experiences in implementing SILC for the past two years. Although the target has been reached last quarter, more youth are still being engaged, bringing the total OSYs participating in SILC to 515. SILC members are trained in BYOB and SILC savings cycle.

"We initially thought our group was only about saving. But they also introduced 'Be Your Own Boss.' We learned how to rotate and grow our savings thru entrepreneurship.

—Jerhom Trigosa, a member of a saving and lending group in Quezon City, who used their funds to invest in a small business with local farmers

Total organized youth per area are: 66 from QC in five SILC groups, 114 from Davao City in nine SILC groups, 79 from Cotabato City in four SILC groups, 125 youth from Cebu City in 12 SILC groups, and lastly 131 youth with six groups from CDO.

During the panel discussion of the SILC close out event segment, panelists from TTIs and TVIs such as Cagayan de Oro (Bugo) School of Arts and Trades, TESDA Wangan National Agricultural School, and Regional Training Center Cebu discussed the potential of SILC in streamlining and improving the delivery of entrepreneurship modules of TESDA. Through SILC, TESDA can integrate skills training such as automotive servicing and electrical installation and maintenance courses and become self-employed in the community by using the savings to buy tools that will kickstart their local businesses or even opening the mind of the youth towards financial investments.

The program was endorsed by TESDA Central office's Executive Director David Bungallon consideration of SILC becoming part of the career guidance system of TESDA for all TVI and TTI learners nationwide.

In one of the SILC pilot sites, youth from *Greenmana* in Bagong Silangan, QC also showcased their products Kala-cookies that won Php25,000 worth of items in a business pitching contest for SILC groups on April 1.

Overall O2's SILC youth had total savings stand at Php 702,669.00 from Php 629,756 in April with cumulative loaned amount of Php340,450 from 319,880 last quarter for financing livelihood ventures, education and various youth personal and family needs. Many SILC youth had now continued to organize and learn skills through TESDA and continue their savings towards the 2nd cycle in their respective areas.

Activity 4-2.3.2 Partnering with Local Private Sector to Support Entrepreneurship Pathways for Youth
Supports indicators 3, 8, 17, and 18

Reaping the benefits of last quarter's National Training of Master Trainers to 80 DTI personnel, the Department's Youth Entrepreneurship Program - You Can Be Your Own Boss (YEP! BYOB), this quarter saw the start of the roll-out of the four-day entrepreneurship camp.

DTI's national roll out of YEP! BYOB began in NCR in June 2023

Five regions conducted YEP! BYOB this quarter: Region 7, National Capital Region, Caraga (not an O2 site), Region 12, and Region 11. Each region trained 30 youth with some regions completely focusing on ALS youth, like in Region 7, and some regions ensuring not just ALS and TESDA youth are part of the training, but also organic OSY such as in NCR, Region 11, and Region 12.

> We value our partnership with QC, Valenzuela, and Pasig as well as with USAID Opportunity 2.0. This program is so great. You're not only here to train us but to support us all the way!
>
> —RD Marcelina Alcantara, DTI

The participation of private sector partners came in the form of mentorship, coaching, and pitch competition judges. In some regions, former mentees and now graduates of another program of DTI, '*Kapatid* Mentor Me' Program, acted as mentors to the youth participants.

DTI staff are now taking the lead in training the youth with O2 staff role's transitioning to monitoring the implementation. All in all, 150 youth attended the training and around 25 private sector partners supported the activity. The rest of the twelve regions are set to conduct YEP! BYOB from July through December 2023.

YEP! BYOB roll out in Region 12

YEP! BYOB roll out in Caraga

YEP! BYOB roll out in Region 11

YEP! BYOB roll out in Region 7

Sub-IR 2.4 Capacity building of local training and accompaniment service providers to provide workforce readiness, technical-vocational, and self-employment training to OSY

Activity 4-2.4.1 Continued support to training providers
Supports indicators 2, 3, 4, 6, 7, 8, 12, and 13

O2 continues to support training service providers in workforce development for OSY by training 102 trainers and administrators from 16 LSPs on O2's WRN curriculum under the training development grants. Through this, service providers were equipped to deliver to 21st Century Skills, Life Skills, WBL, BYOB, and Higher Education Readiness to help around 2,400 OSY gain skills and knowledge to be upskilled and ready to join the workforce or pursue further education.

IR3 Improved enabling environment for positive youth development at both national and local levels

Sub-IR 3.1 Stakeholders sensitized in three new sites to the potential of vulnerable youth

Activity 4-3.1.1 YDAs established in three new cities
Supports indicators 20, 23, and 24

O2 continues to strengthen the established YDAs in the cities of Iligan, Iloilo, and Pasig. On April 17, 24 Iligan City YDA members took their oath as officers and members, concretizing their legitimacy as an organization and their commitments to better OSY development programming in the City of Iligan. City Mayor Freddie Siao officiated the oathtaking ceremony. Iloilo plans to hold their oath taking next quarter, while Pasig is in the process of finalizing the signing of the Memorandum of Understanding (MOU) before they proceed with oath taking with their city mayor.

Moreover, Iloilo and Pasig continued their efforts in profiling the OSYs in their respective cities. Iloilo has started their coordination for barangay caravans that also serve as their profiling strategy. Meanwhile, the Pasig City YDA, in partnership with the Local Youth Development Office, launched a youth profiling survey in April. Currently, the Pasig City YDA has mapped six out of 30 barangays (20 percent) in the city. The mapping is currently on-going until August with the support of the *Sangguniang Kabataan* (youth council) through the provision of manpower and inclusion of the activity in their annual budget.

Iligan City Mayor Siao swearing in new YDA members in April 2023

Activity 4-3.1.2 Existing YDA organizational capacity strengthened
Supports indicators 20, 22, 23, and 24

The third round of O2's OCA workshops started in Legazpi on June 14-15, which was followed by CDO on June 29-30. The OCA tool is used to assess YDA's performance and functionality in six dimensions: governance, strategic direction-setting, services delivery, resource mobilization, advocacy and networking, and sustainability. The YDAs in Legazpi and CDO sustained the active support of their members and have maintained their rating as "Effectively Functioning," the highest of a five-level self-rating scale.

OCA workshops 2023 kicked off in Legazpi
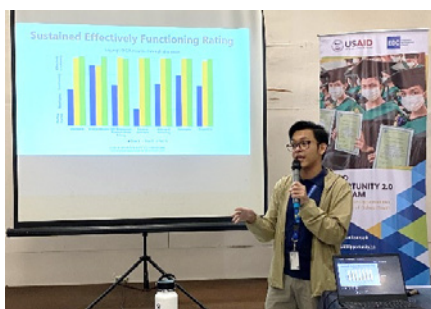
In the past year, the Legazpi City YDA focused on supporting youth transitions to employment and education and active civic engagement by partnering with DTI Albay and SEDP, a local non-profit, in conducting youth entrepreneurship workshops and awarding of start-up business kits to aspiring youth entrepreneurs. Bicol University is now a leading implementer of HERO in Legazpi with DepEd ALS. And, Team Albay Youth Organization (TAYO) led various youth engagement activities in partnership with the Legazpi Youth Network Executive Council.

Moreover, a resolution was approved authorizing Mayor Carmen Geraldine Rosal, to enter into an agreement on behalf of the city government to conduct the Local Labor Market Assessment (LLMA). The memorandum of agreement was signed on May 19 by the city government, PESO Legazpi, TAYO, and DOLE Region 5.

OCA workshop in CDO

In anticipation of a more independent and locally-led YDA, the CDO YDA members identified essential initiatives in sustaining its functionality even beyond O2 through: 1) Operationalizing of its

e-MonitorMo App, an OSY data profiling and referral system, developed by University of Science and Technology of Southern Philippines but has already been transferred and adopted by the CDO LGU's Oro Youth Development Office, 2) Strengthening, deepening, and promoting YDA to more members and staff of YDA organization, 3) Expanding involvement of more stakeholders and other LGUs on the work of the YDA mechanism, 4) Pursuing its vision of being the premier organization in Northern Mindanao that implements programs that greatly benefit OSYs.

Sub-IR 3.2 Services, support networks, and relationships are more responsive to youth needs

Activity 4-3.2.1 Increase awareness and recognition of YDAs
Supports indicators 20, 22, and 24

O2 continues to strengthen the local systems through technical assistance on institutionalization of processes and the structure of the YDA.

In Cebu, an ordinance was issued that recognized the Cebu City Youth Development Alliance as part of the Cebu City Youth Development Commission, and advisory board to the Cebu City Youth Development Office. In Pasig, Hon. Mayor Vico Sotto, along with 20 members of the Pasig City YDA, signed the MOU to establish the Pasig City YDA.

Barangay Caravan in Cebu City

Pasig City YDA during an agreement signing

In Valenzuela City, efforts are underway to issue an Executive Order and an Ordinance to institutionalize the Valenzuela Youth Development Alliance as partner of the Valenzuela City Taskforce on OSY. These documents were presented to all members during the Valenzuela City YDA Quarterly Meeting on June 21. The documents are now currently being reviewed by the LGU's legal team in preparation for a presentation to the Mayor and the City Council later this year.

Meanwhile, in QC, the QC YDA has approved its YDA manual that contains information, processes and tools on membership, partnerships, documentation, monitoring and evaluation, and YDA governance structure. The YDA manual is a valuable resource that can be shared to other YDAs to ensure that processes, tools, and institutional knowledge are sustained over the years.

Lastly, in Tagbilaran City, the City Youth Development Office, as the Secretariat of Tagbilaran City YDA, hired a focal person solely responsible for YDA coordination and implementation and monitoring of the YDA plans.

Valenzuela YDA convening to work on an ordinance

YDA members in Quezon City

New Tagbilaran YDA members being sworn in

New member signs agreement to join Davao City YDA

The YDAs continued to forge partnerships with other institutions to further their goals and capacity, implement programs for the youth, and support youth transitions. The following are the partnerships and programs delivered in various O2 sites this quarter:

- Tagbilaran City – JCI Boholana Kisses and JCI Sandugo implemented a career guidance program while DICT Tagbilaran delivered a digital training program for the youth.
- Davao City – MOUs were signed with HEIs: Jose Maria College Foundation, Joji Ilagan International Schools, Assumption College of Davao, Ateneo de Davao University, and DTI Davao City to provide further education and training opportunities to OSYs.
- Quezon City – O2, QC YDA, and QC Small Business and Cooperatives Development and Promotions Office (SBCDPO) agreed to collaborate and enhance the city's *Pangkabuhayang* QC training program. By capacitating its staff, SBCDPO is aiming to reach 150 OSYs and award Php 20,000 per youth as a start-up capital. QC SBCDPO also partnered with QC University in delivering BYOB to OSYs. To date, 87 OSYs are already processing their *Pangkabuhayang* QC requirements and waiting for the schedule of the release of the capital.
- Legazpi City – An executive order was signed to amend the composition of the YDA in Legazpi City, integrate additional duties and functions, and delineate the responsibilities of each member. From 28, the YDA now has 38 members.
- Pasig City – 25 representatives from the youth, education, and market sector as well as members of the Pasig City YDA attended the two-day capacity building and full alliance meeting. The activity aimed to further support, guide, and capacitate the Pasig City YDA in developing clear action plans for the OSYs. Participants drafted their vision, mission, and core values. United by one vision for "A community flowing with opportunities for young Pasigueños, who are self-reliant, productive, and socially empowered," the Pasig City YDA commits to continuously improve and provide opportunities for all OSY in Pasig City.

Activity 4-3.2.2 YDAs to be key players in continuing education and workforce development
Supports indicators 2, 9, 10, and 16

> **USAID's Opportunity 2.0 Program helped us shorten our recruitment process because it helped us spot talents right away.**
>
> I am highly encouraging the different private sectors to partner with USAID's Opportunity 2.0 Program because it is definitely a big help to your organization as much as ours.
>
> —Ms. Brigette Marie M. Angcon, HR Business Partner of Concrete Solutions Inc in Cebu City

O2 continued to find partners and champions that will create a stronger and more responsive YDA for the OSY's education and workforce development. Continuing to sensitize the private sector on the potentials of OSY youth alongside the concept of the YDA with focus on PESO and DTI, two more events were conducted this quarter in Davao and Cebu. In these events, O2 continue to raise awareness to the industry that the OSY of today are digital natives with natural grit, and with proper training and support from the private sector and government agencies, the youth are employable and bankable as budding entrepreneurs.

> **Penong's Grill and Restaurant has been at the forefront of providing opportunities and working with OSYs who have proven to be no different than working with college graduates.**
>
> —Delfie Awit, HR Manager based in Davao

This quarter, an additional 285 companies were engaged on top of last quarter's 1,061 companies. To date, a total of 1,346 employers have hosted youth for work immersion, have employed youth, have supported youth to start their micro-enterprises as mentors, coaches, and seed funders, and have committed to continue to open their doors to upskilled OSY.

In addition to partnering with the private sector, YDAs deepened their partnership with HEIs through the implementation of O2's HERO. HERO is a two-day activity which HEIs committed to conduct such that college students could orient DepEd ALS learners how they could pursue further education or training after ALS.

Four HEIs in Iloilo signed a partnership agreement to roll HERO out for OSYs in their community

Two HEIs in Tagbilaran City rollout hero to 58 ALS learners

ZSCMST reach 1,399 ALS learners across the city's 12 districts this quarter

In QC, three HEIs rollout HERO to 279 learners

During this quarter, 41 HEIs across 14 O2 sites, which include 443 HEI faculty and college students, were trained on HERO delivery. Meanwhile, HEI partners in Iloilo will be trained in July, ensuring that all of O2's 15 sites are able to deliver HERO training. Six HEIs, University of Bohol, Holy Name University, Technological Institute of the Philippines, Quezon City University, Magna Anima Teachers College, and Zamboanga State College of Marine Sciences and Technology (ZSCMST) from O2's three sites (Tagbilaran City, QC, and Zamboanga City) were able to train a total of 1,736 DepEd ALS learners on HERO. Of this, 80 percent were trained by ZSCMST, as their college student volunteers reached all 12 districts of the city.

Actually, I really didn't know there were free government programs. I only learned about it after undertaking HERO.

With HERO, I realized that I don't have to stay out-of-school. I have big dreams that I want to achieve so when an opportunity came, I grabbed it.

—Joyme, 20, from Valenzuela City found a pathway to higher education with USAID support

Before the new school year starts in August, approximately 35 more HEIs will rollout HERO using their own resources. An estimated 2,834 more DepEd ALS learners is expected to be reached. The conduct of HERO by these HEIs are institutionalized through partnership agreements with O2 and their respective DepEd SDOs, with the vision of embedding HERO in their National Service Training

Programs. Eleven HERO partnership agreements are expected to be signed through the next quarter that will foster and sustain more youth-led and youth-conducted orientations for OSYs.

USAID Asia Bureau and ILOA delegation visit to Bicol University on April 24, 2023

The impact of HERO to both college student-HERO facilitators and to HERO-trained ALS youth was also shared with the USAID Asia Bureau delegation during their visit to Bicol University in April 24. Members of USAID's International's Improving Learning Outcomes in Asia (ILOA) learned about youth-led and youth-implemented interventions that support OSYs in their pursuit of further education opportunities while also enhances the leadership capacities of college students at the same time.

Sub-IR 3.3 Sustainable pathways for youth engagement created.

Activity 4-3.3.1 Empower youth to actively participate in city level planning and project implementation activities
Supports indicators 24 and 25

O2 sent a 25-youth contingent in the SEAMEO Youth Summit that was attended by at least 200 youth leaders and youth development champions from the ten member-countries of SEAMEO. O2 initiatives and youth projects were also chosen to be presented during the summit. CDO *Kagay-anon* Youth Network Alliance *Agvocates*, Tagbilaran's *GentrepZ*, Legazpi's Youth Network Executive Council as well as O2's Youth Pathways and Youth Development Alliances were presented by youth leaders during the breakout sessions on the following themes: Youth Leadership, Education Support, Employment and Entrepreneurship. Currently, O2 is preparing for a National OSY Leaders' Summit on August 23-25 that will convene more than 250 youth leaders and youth champions to celebrate O2 youth leaders' wins, discuss challenges, share innovations, support youth transitions, and plan to the sustainability of youth leadership and meaningful engagement in their respective cities.

The Angeles City Youth Network Executive Council (ACYNEC) completed their registration to the National Youth Commission's Youth Organization Registration Program. The registration would facilitate further partnership of ACYNEC with Angeles City Youth Development office and other

youth organizations. This also gives ACYNEC access to programs and activities initiated and led by National Youth Commission, giving voice and much needed representation to the OSY.

Activity 4-3.3.2 Capacitate YDA Youth Leaders to effectively deliver quality youth-relevant services, efficiently manage, and distribute resources, and create meaningful partnerships at the city-level
Supports indicators 24 and 25

Youth in Legazpi training on disaster preparedness

Davao youth leading a coastal clean-up

Iligan City OSY at O2's leadership activity

Zamboanga City OSYs learn digital skills

YDA youth leaders continue to strengthen their capacities through various work readiness and leadership skills training offered to them:

- Legazpi City – 100 OSYs and ten YNEC officers attended a training on Disaster Preparedness and Basic Life Support to equip the OSYs with knowledge and skills to prepare them respond to emergencies, be prepared for disasters, and provide basic life support to others. On the other hand, hard skills trainings are offered to OSYs through TESDA Legazpi and affiliated schools. YNEC officers spearheaded the listing of interested OSYs to TESDA courses that will be endorsed to TESDA Albay. Lastly, YNEC Officers also facilitated a listing of the new beneficiaries of cash assistance for OSYs. The cash assistance will be funded by the City Government of Legazpi, headed by Mayor Geraldine Rosal. The participants of the training events organized by YNEC were prioritized for the cash assistance list.
- Davao City – The *Madayaw Dabaw* Youth Association (MDYA), formerly *Madayaw Dabaw* Youth Network, has been duly registered as a workers association with DOLE. DOLE is expected to provide livelihood assistance to MDYA by providing start-up kits.
- Iligan, CDO, and Cotabato City – Iligan's *Asenso Kabatan-onang Iliganon* Network Alliance (AKINA), CDO's *Kaya Na* Network, and Cotabato's *Kutawato* Youth Network have conducted workshops where they enhanced their respective constitution and by-laws as well as developed their respective simple strategic plans. The youth networks' initiatives this

quarter are empowering them towards legitimacy and actual resource mobilization for their own projects other than just O2's.

- Zamboanga City – 83 indigenous Zamboanga youth have completed the social media modular training to date under YDA member Department of Information and Communications Technology. Through the training, youth learned skills in digital literacy, internet media, and information literacy.

Activity 4-3.3.3 Provide support to PYAP, SK, youth groups and other like-minded organizations in giving opportunities to OSY towards meaningful youth engagement
Supports indicator 25

This quarter, O2 saw a significant increase (more than 500 percent increase) in its engagement (from 2,715 to 17,709) with the youth on volunteering activities for the community. This significant increase is due to the inclusion of ALS learners in youth volunteering activity reporting and through O2's *barangay* caravan, an activity that aims to achieve three goals: recruit youth, deliver program orientation, and conduct volunteering activities, with the following areas of interest.


Isabela City OSYs in a clean-up drive

Youth volunteers in General Santos City

Environmental Protection

- 25 youth participated in pathways orientation, and underwater and coastal clean-up activity in Isabela City.
- 70 Zamboanga youth participated in the O2 Pathways Orientation and river clean-up volunteer activity with Jovenes Allianza de Zamboanga and other youth organizations. At least 40 youth pre-registered for TESDA courses. Youth also elected new officers during the Youth Leaders Circle.
- 65 youth from Cebu (33) and Cotabato (32) participated in volunteer activities focused on solid waste management, environmental awareness, and tree planting. OSY caravans will continue in Cebu in the coming weeks, while Cotabato youth will be planting more seedlings with Kutawato Youth Network's youth leaders.
- Five Iloilo OSYs joined 46 *Pag-Asa* Youth Association of the Philippines members, City Social Welfare Development Office, and City Environment and Natural Resources Office to plant 310 mangrove seedlings along the city esplanade as a volunteer activity promoting environmental protection.
- In Pasig, Valenzuela, and QC, O2 partnered with Mapakalamidad.ph, a USAID-funded program that aims to activate citizens in reporting hazards and on-the-ground situations

during disaster. O2 youth were oriented on the app and are encouraged to use it to report typhoons, floods, and other natural disasters.

Mental Health and Well-being

- 63 Zamboanga City youth attended the mental health and psychosocial first aid trainers training conducted by O2 grantee, Integrated Resource Development for Tri-People. youth will undergo training on peer-to-peer psychosocial first aid in the coming weeks.
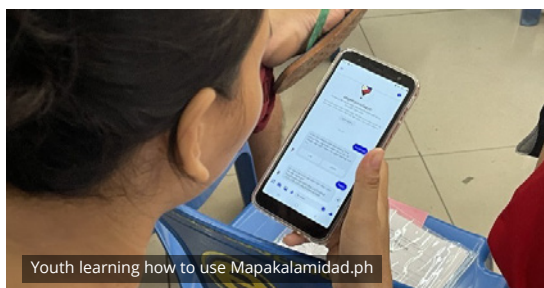
Youth learning how to use Mapakalamidad.ph

OSYs reached in Cebu through barangay caravan

Zamboanga IP youth attend mental health training

Ilonggo OSY engaged in volunteer tree planting and orientation

Youth Leadership and Transition

- 24 Cebuano OSY participated in the OSY barangay caravan where they each received a Youth Pathways Handbook containing a directory of YDA members with their offered youth services. Youth also learned about available programs in DepEd ALS, TESDA, and other volunteering opportunities focused on youth profiling and participation in community youth dialogue.
- O2 youth in Valenzuela and Pasig participated in Habitat for Humanity's Youth Build Program. The youths supported the preparations for the construction of social housing units for the beneficiaries in two barangays in Valenzuela and Pasig City. During the program, MyShelter Foundation shared the basic principles behind the 'Liter of Light Project,' a zero-carbon emitting solar lighting project that is being implemented around different cities in the Philippines, which the volunteers also participated in.
- 53 OSYs from Legazpi City assisted PESO during the *Kalayaan* Job Fair on June 12. In the same event, O2 youth leaders were able to serve more than 1,000 youth in applying for TESDA scholarships, DTI trainings, and Social Security System enrolment.

OSYs in Legazpi volunteer in family planning activity

OSYs Valenzuela, Pasig volunteer for Habitat for Humanity

OSYs volunteer in a solar lighting project

OSYs volunteer in inclusion and food security initiatives

Reproductive Health

- 50 OSYs from Legazpi participated in a family planning and reproductive health volunteering activity and seminar entitled, "It's Okay to Delay."

Nutrition and Wellness

- A total of 74 OSYs from Valenzuela participated in "*May K ang May Kapansanan sa Gulayan at Halaman*," that oriented the persons with disability (PWD) and non-PWD OSYs on inclusion and food security measures. OSYs also participated in "*Sulong Kabataan, Kalayaan sa Kagutuman: Proyektong Luntian*," a city-led initiative on storytelling and feeding activity emphasizing on proper nutrition.
- 56 O2 youth reached out to QC Social Service and PESO to be trained on urban farming.

Cross Cutting Activities

Higher Education Engagement

Through O2, HEIs continue to provide critical research, community extension efforts, and technical feedback on programs that support OSY. HEI's contributions are being considered as inputs to national-level policies and programs. This quarter, O2 facilitated its first Higher Education Learning Summit which served as a strong platform to elevate field-level practices and insights on higher education activities that impact OSY programs. The summit led to the engagement of a wider community of higher education institutions committed to supporting OSY.

In addition, the foundation has been laid for a Higher Education Community of Practice for OSY Development and Lifelong Learning. Member universities include those from O2's 15 sites and from the US. This HEI community will support and complement efforts of multiple USAID projects including USAID Leading Through Learning Global Platform, O2, and upcoming USAID higher education projects.

More than 200 gathered for O2's Higher Education Learning Summit held in May 2023

HE.2. Foster collaborations between PH HEIs across sites to share best practices and experiences in solving common challenges on youth development
Supports indicators 9 and 10

Higher Education Learning Summit: Solidifying HEIs' Role as Partners in OSY Development

This quarter, O2 conducted its first Higher Education Learning Summit with the theme, 'Higher Education Institutions: Partners in Out-of-School Youth Development.' The two-day summit gathered more than 200 higher education leaders, government partners, youth representatives, and YDA delegates to raise a collective awareness on the unique role of HEIs in helping strengthen the enabling environment for OSY development. The event report can be accessed [here.](#)

Ultimately, the summit created multiple spaces for collaboration among and with HEIs to spark innovations addressing persistent and evolving challenges in OSY development, essentially jumpstarting the Philippine Higher Education Community of Practice in OSY Development and Lifelong Learning.

"I commend all HEI partners of USAID Opportunity 2.0 program that have dedicated resources, time, and expertise to produce OSY-focused research, training programs, and responsive innovations.

It is through the concerted efforts of stakeholders—educators, researchers, policy makers, and all others—that we can create a truly inclusive society where every young person has equal opportunity for growth and success.

—Chairperson Dr. J. Prospero De Vera III, Commission on Higher Education

HE.1. Provision of Higher Education Grants that foster partnerships between institutions to advance opportunities for out-of-school youth
Supports indicators 9 and 10

During the summit, USAID launched a Php 20 million grant funding through O2 programming that will enable Philippine HEIs to collaborate with the local government, the private sector, or with US-based HEIs towards addressing persistent, complex, and emerging concerns on OSY development in the Philippines.

This grant funding will be implemented through two streams. The GAIN Grant (Government-Academe-Industry Collaborative Grant for OSY Development) allows for Philippine-based partnerships with HEIs. On the other hand, the ASPIRE Grant (Advance and Support Philippine-International Academic Relations for OSY Development) allows for partnerships between Philippine HEIs and USA-based HEIs. Through GAIN and ASPIRE grants, the following areas will be funded:

1. Conducting academic research to support OSY-relevant policy or program reforms either at the local level (for GAIN) or at the regional or national level (for ASPIRE),
2. Developing technological solutions that reinforce support systems for OSY advancement, and
3. Innovating processes, pedagogies, or systems to enhance the accessibility and quality of services for Filipino OSY.

At least 180 HEI representatives attended four grants information sessions for GAIN and ASPIRE. The Commission on Higher Education and the Philippine Association of Colleges and Universities co-hosted two of the sessions. Proposals for both GAIN and ASPIRE are expected to be received from HEIs in the next quarter (a deadline of August 18, 2023 for GAIN and August 31, 2023 for ASPIRE). After review, negotiations, and awarding, GAIN and ASPIRE grant activities are expected to commence by Y5.

Private Sector Engagement

Supports Indicators 16 and 19 directly and Indicators 3 and 4 indirectly

Typically, the private sector does not perceive OSY as a potential workforce. OSY are often considered troublemakers and thought of as non-productive members of society. However, today's OSY possess innate competencies and qualities that workplaces could actually benefit from: they are digital natives with natural grit.

We will make sure that this first batch will be a model for the next batches from USAID Opportunity 2.0. That is why, we are setting the standard high. If they make through the interview, they totally deserve it!

—HR Officer Rey An Padilla, ALROSE Group of Companies

Gen Z OSY are employable and bankable young entrepreneurs, and this is what O2 has sensitized the private sector to through continuous awareness campaigns, through work immersion to employment success stories in partnership with PESO, and through entrepreneurship boot camps and youth consequently setting up microenterprises in partnership with the DTI.

More importantly, the program has built a community of committed private sector partners, with members and even leaders of YDAs (Philippine Chamber of Commerce and Industry, People Management Association of the Philippines, Junior Chamber International, Industry Associations, and the various MSMEs across O2 sites and beyond) that ensure continued participation of the private sector in ensuring sustainable support to DepEd ALS, TESDA, DTI, and to Gen Z OSY as productive members of society contributing to personal, local, and even national economic growth. This quarter, an additional 285 companies were engaged as resource speakers, work immersion hosts, business mentors or coaches, and even seed funders.

JCI and PMAP in Bohol supporting OSYs through O2

PCCI Iloilo supporting TOP graduates

Grants Program

O2 continues to make strides in supporting LSPs, HEIs, and youth-serving organization in the implementation of programs and activities that harness the potential of OSY by providing opportunities to gain skills, get jobs, start businesses, obtain further academic or training credentials, and engage in meaningful activities that address their community's needs.

Sr Educ Advisor Mir Tillah explains O2's support to BCPD

Amb. Carlson speaks with young women at BCPD

This quarter, four more LSPs were awarded with Training Development Grants (two in Visayas and two in Mindanao) totaling to almost Php 7 million. These service providers will provide TESDA technical courses and work readiness training for OSY in Iloilo, Iligan, and Davao. Through these service providers, 465 more OSY will be reached.

The Training Development Grants awarded earlier this year and last year resulted in 329 OSY completing the work readiness training and 289 transitioning to employment or further education this quarter.

Similarly this quarter, the Youth Community Grants have enabled three youth-serving organizations to guide 74 OSY to enhance their native digital skills and apply their enhanced knowledge, attitudes, and behaviors to become new technology entrepreneurs, IT-competent professionals, and leaders of community-based digital campaigns. With the support of other stakeholders in their localities, the grantees in QC formed alliances to ensure the sustainability of the projects they initiated and the continued engagement of educated, healthy, employed, and civically aware youth beyond the grant period.

In May, U.S. Ambassador to the Philippines Mary Kay Carlson visited Banilad Center for Professional Development (BCPD) in Cebu City to meet with over 80 OSY women that have participated in O2 programs. These young women are now employed, started their own business or pursued further education. BCPD received a second grant in March to support an additional 110 OSY mothers and women members of the *Badjao* tribe.

Currently, O2 is managing 36 active grants, worth more than Php 100 million, in service of OSY in the Philippines.

Outreach and Communications

Social media engagement and website traffic

This quarter showed a steep increase of 9,000 more Facebook followers growing to 26,400 from 17,000. This is due mostly to small investments in boosting web posts on key program events and calls for grant applications.

O2's Facebook page reached a peak of more than 880,000 people in April. The most popular posts on Facebook this quarter were about the Higher Education Day (over 21,800 people reached), youth entrepreneur in CDO (more than 400 direct reactions), and grants info sessions (36 commented).

In addition to Facebook, O2 currently has 2,065 followers on LinkedIn and 90 on Twitter, that were previously 1,884 and 87, respectively.

Over the past three months, the O2 website had 1,434 visitors on average, of which 1,341 are new. These users viewed the website more than 3,000 times. Users are overwhelming coming from the U.S. (78.5 percent) followed by the Philippines (9.99 percent) and Great Britain (9 percent).

Media engagement

This quarter, O2 was covered by national and local media 41 times, with the Philippine Information Agency (PIA) accounting for 10 of these. The new higher education grants announced at O2's Higher Education Learning Summit was the most popular media pick-up followed by the story on O2's SILC groups. Major national broadsheets like the Philippine Star, Manila Times, Manila Bulletin, Business Mirror, Manila Standard, and Philippine Daily Inquirer covered O2 this quarter. The list of O2's media coverage this quarter is provided in **Annex A**.
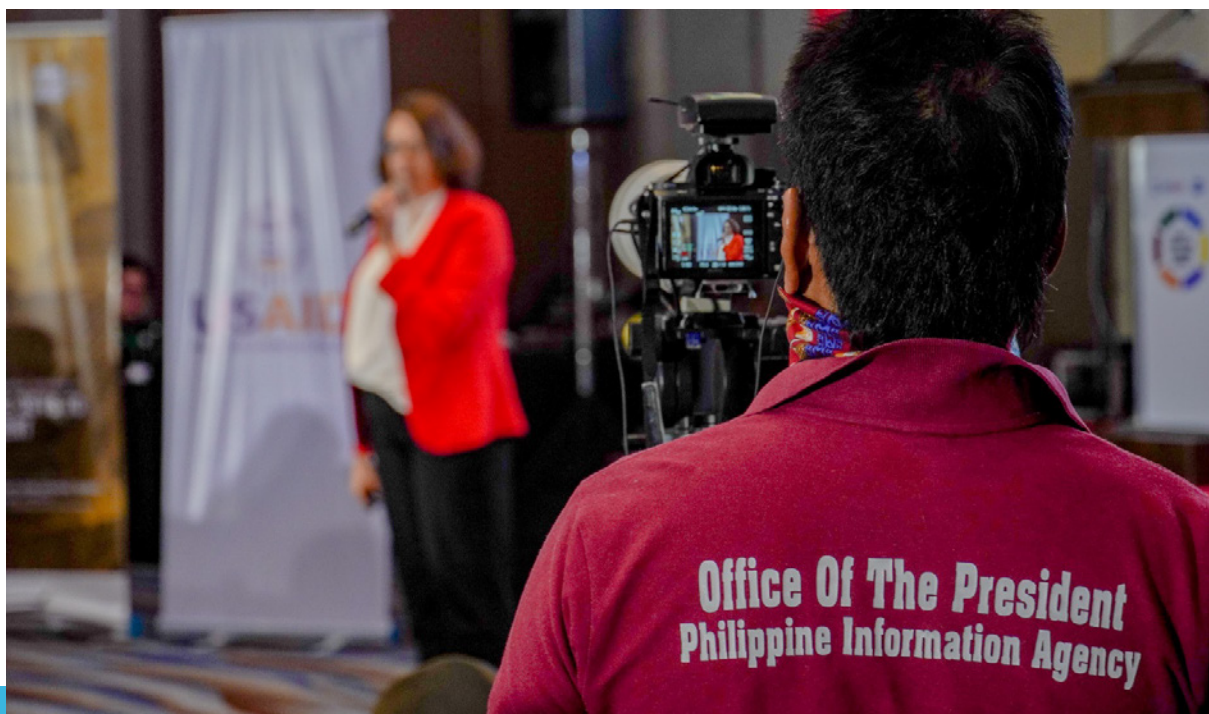
New communications products

A branding package for the Higher Education Learning Summit was prepared this quarter. Special banners, deck designs, promotional materials, and collaterals were developed for O2's first event exclusively with its partners in higher education. Aside from this, the following key program communication products have also been produced and published over the past three months.

- Study: The 2022 Philippine Out of School Youth Ecosystem Study
- Module: HERO Guide
- Report: Higher Education Learning Summit Event Report
- Video: Growing the Workforce with Upskilled Out-of-School Youth
- Video: Success Story of John Cayman Dungog, Youth Business Owner in CDO

" Because of USAID, we have become part of the people and this makes us happy. We are no longer excluded, we can start over, and hopefully discrimination against us will end.

—Marvin Bangon, 21, youth with disability from Cotabato was able to upskill with USAID support

New stories

- Former OSYs in Iligan: Work Based Learning Key to Employment Success
- Valenzuela youth begins college journey after USAID training
- Equal Opportunities for OSYs with disabilities: A PWD's Dream

Success stories developed in this quarter are provided in **Annex B.**

Partnerships

SEAMEO INNOTECH

This quarter, SEAMEO INNOTECH continued its capacity building of DepEd ALS teacher and supervisors through its series of online, blended and face-to face training courses. This included the launch of Course 3 of its Certificate Program for ALS implementers in Partnership with the University of Southern Philippines.

In collaboration with BAE, SEAMEO INNOTECH continued to support the pilot testing of the new ALS Monitoring and Evaluation System. This included conduct of a series of division–wide orientations for the four School Divisions involved in the pilot-test.

A short-term consultant was engaged by SEAMEO INNOTECH starting April 30, to support the BAE's request for technical assistance with data analysis of the National Community Learning Center (CLC) inventory results and development of cost models for ALS programs. Data processing of the CLC inventory is ongoing.

The O2 and SEAMEO INNOTECH project management team met on May 18 to review the status of INNOTECH's O2 program implementation. This included exploring options for revising INNOTECH's current scope of work to effectively utilize its remaining O2 grant funds in response to emerging ALS teacher capacity development priorities of the DepEd BAE. O2's EDC team conducted a branding refresher session and communications considerations with INNOTECH is preparation for potential cost-extension.

CRS Philippines
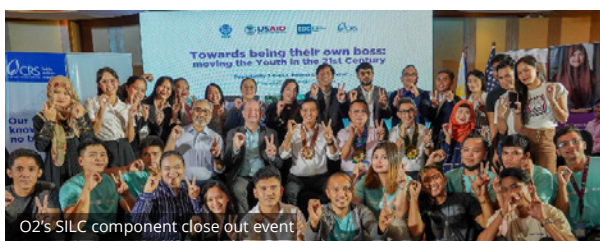
O2's SILC component close out event

EDC and CRS meeting with TESDA NITESD

CRS successfully closed out O2 SILC activities, proving that the model works as a viable way to support budding OSY entrepreneurs. The program was endorsed to TESDA in June through Executive Director David Bungallon who expressed eagerness and commitment to adopt SILC as part of the career guidance sub system of TESDA for all TVI and TTI learners nationwide. CRS is drafting a complete report and impact of the SILC program for USAID's review and feedback.

VSO Philippines

In May and June, VSO rolled-out the three-day Volunteering Programme Development and Management Course in the cities of Davao, Cotabato, and General Santos. The activities were well attended by representatives from the local government offices, academe, civic and youth organizations. Technical working groups per site were created after the training to facilitate drafting a proposed local government

ordinance supporting the Volunteering Act. For Davao City, the Councilor Pilar Braga committed to sponsor the local ordinance while General Santos had the commitment of Councilors Lagare and Acharon.

VPDM rollout in Davao City

VPDM rollout in General Santos City

In addition, VSO signed an MOU with the Holy Cross of Davao College on May 30 and Barangay Mabuhay in General Santos City on June 3 to work together in promoting volunteerism and youth civic engagement in local communities.

Accenture

Accenture began work on its new task order covering three major deliverables:
- Organizational capacity development for DepEd BAE (described in Activity 4-1.2.4 BAE Capacity Building)
- Finalization of a research study on exploring the blue and green economy opportunities for OSY. A draft final report has been prepared by Accenture for EDC review.
- Conduct of a rapid research study exploring statistical trends in OSY enrolment and reasons why OSY enrolment in ALS and technical skills training courses has not increased as expected. The following research tasks have been completed to date:
  - o Alignment of objectives and scope of the research
  - o Research framework development
  - o Research design and instrumentation
  - o Data gathered through secondary research, and focused group discussions and key informants with over 75 youth, parents, teachers and barangay leaders in four O2 sites
  - o Statistical data analysis and projections drafted and reviewed; finalization ongoing
  - o Qualitative analysis of focus group discussions and key informant interviews data ongoing

Preliminary results of the study are expected by first week of July so that the data gathered may serve as inputs to the O2 cost-extension discussions and Y5 annual planning.

Philippine Business for Education (PBEd)

PBEd, facilitated stronger collaboration with the private sector in Tagbilaran through boosting employability of OSY for ALS learners and policy sessions with various stakeholders in Angeles and CDO.

Policy session with private sector in Angeles

Policy session with private sector in CDO

PBEd also supported private sector communications through all the program's social media platforms. As of June, cumulative social media reach covering private sector-targeted content has reached over one million people. For Q3 alone, the total reach surged to 505,682, a 14.56 percent increase from the previous quarter. Content still focused on youth success stories, and testimonials from partners through various weekly and monthly social media campaigns. As for media visibility, local and national media outlets like Metro News Central, Philippine Information Agency, and People's Journal Tonight picked up O2's activity supported by the private sector team in Pasig City.

PBEd also contributed to policy efforts with partners including supporting a policy session in Angeles in May, where partners in government, private sector, and higher education came up with a four-point agenda covering the employment of ALS graduates, learner wellness programs for the youth, multi-sectoral capacity-building, and wider allocation of government resources for youth programs.

In CDO, various stakeholders stepped up to address the need to support upskilled *Kagay-anon* youths' career pathways as part of the workforce or as future entrepreneurs. Additional mechanisms were suggested, including the issuance of a memorandum of agreement and industry incentives to formalize partnerships with industries to hire OSYs.

Admin and Operations

Hub Offices

After the lifting of the COVID-19 national emergency by the US government and following EDC Home Office announcement on easing out of the COVID-19 protocols, all O2 Hub offices in Pasig, Cebu and Davao cities have resumed normal operations and eased out of all COVID-related office protocols. However, O2 continues to provide face masks and hand sanitizers to all staff and activity participants to maintain a safe environment.

Safety and Security

On June 1, the Davao-based O2 team met with USAID/Washington's Office of Security representatives. The meeting was hosted by the Logistics Services in Mindanao project for USAID funded projects in Mindanao with a focus on safety and security measures during implementation.

Short Term Technical Assistance

Name	Title	Technical Assistance Provided
Nancy Wallace	Project Director	Weekly calls with the Chief of Party and home office to address project management matters, strategy, and track financial and programmatic progress. Provided technical guidance on private sector and youth engagement, recommendations for future activities, etc.
Abidemi Oderinde	International Project Coordinator	Weekly calls with the Chief of Party and home office to provide technical and operations guidance. Administrative, recruitment, procurement, financial, and communications support.
Claudia Nino de Guzman	Financial Analysist	Supported financial activities, reports, projections, and fund requests. Monitored program's financial burn rate.
Jasmina Josic	MEL Specialist	Weekly calls with technical support team. Provide guidance on the MEL plan revisions. Met with team in the Philippines
Munir Mahomar	M&E Technology Associate	Supported the technical operations for the data sharing agreement and the O2 dashboard.
Jennifer Lebron	Senior Technical Advisor	Provided technical support for the higher education activities including the higher education summit and establishing the higher education community of practice which engages US universities.
Rachel Blum	Senior Technical Advisor	Provided technical support on systems strengthening, led a workshop with O2 technical leadership on systems approaches and conducted research on systems strengthening for out-of-school youth in the Philippines.
Alejandra Bonifaz	Senior Technical Advisor	Provided technical guidance on YDA sustainability and expansion.
Chris Murray	Senior Technical Advisor	Provided technical support regarding strategies for quality of step-down implementation of BYOB, WBL and accompaniment/post training support activities through DepEd ALS, TESDA and DTI.

Name	Title	Technical Assistance Provided
Tania Tzelnic	Senior Technical Advisor	Provided technical support and tool development for youth engagement strategies and tracking of blue-green jobs.
Melanie Sany	Director, Youth and Workforce Development	Provided technical guidance to the team for strategies regarding the O2 targets, FY23 work planning and new initiatives include private sector engagement and green jobs.
Evan Lane	Security Advisor	Monitored the COVID-19 and security situations. Provided guidance and support for administrative and technical staff.

Dave Hall resigned as COP on June 19, 2023. Nancy Wallace is currently serving as interim COP While Tania Tzelnic will serve as the Project Director.

Look Ahead to the Next Quarter

July	
IR1	• Capacity Building for BAE • Development of IAI Episodes 9 and 10 • Finalization of ALS Manual of Operations • Development of IAI Promotional Video • Pre-Award and Negotiations of O2-ALS Research Grant
IR2	• TOT on 21st Century Skills, WBL, BYOB for TOP Facilitators in three new sites • TOT on 21st Century Skills, Life Skills, WBL and BYOB for LSPs in Iloilo City SILC Induction Boot Camp for Youth Leaders in Davao Hub • TESDA-O2 Review of 21st Century Skills Modules for NC III and IV Levels • Work Immersions for TOP Completers in Pasig, Iligan and Iloilo • Meeting with TESDA Regions in O2 sites on WRN program integration • Planning for HERO TOT for TESDA CTECs in select TESDA Regions • Procurement process for consultant on TESDA's TVET Trainer Capability Building Plan • Orientation on SkillLab for LSPs
IR3	• Coordination Meetings with partners and YDAs • Youth Networks Activities • Youth Volunteering Activities • HERO rollouts led by HEIs across O2's Sites
CC	• Signing of HERO Partnership Agreements in 8 O2 sites • Grants Negotiation for the ALS Research Agenda with Shortlisted Applicants • Deadline for the GAIN Higher Ed Grant • Continued coordination • Work Based Learning-Industry Linkage Coordination (WBL-ILC) Manual • Finalized Modules for DTI • Grants Performance Assessments • Midterm Monitoring Visits

August	
IR1	• Capacity Building for BAE and ALS Teachers • Conduct of TPD Course 3 ALS 2.0 Delivery and Management • Development of IAI Episodes 9 and 10 • TOT on WBL-BYOB Limited Scale-up
IR2	• TOT on 21st Century Skills, WBL, BYOB with other TVI Associations in TESDA Regions • Grants Performance Assessment with LSPs in NCR, Cebu and Davao Hub

August	
	• Initial Turnover of YATOP to TTI/YDA member partner recipients • Recruitment/Induction of new youth for TOP in 3 new sites • Start of learning sessions for TOP youth in 3 new sites • Continuing review of 21st Century Skills modules for NC III and NC IV • Grand Launch of TESDA's 5th Cycle NTESDP • Monitoring of LSPs on WRN program implementation under Grants • Roll-out of SkillLab for youth under service providers and TOP
IR3	• Coordination Meetings • Youth Networks • Youth Volunteering Activities • Conduct of OCA/LRIR Endline Workshop • HERO Rollouts led by HEIs across O2's Sites
CC	• Grant Call for the 3rd Youth Community Grants • Signing of HERO Partnership Agreements in 2 O2 sites • Grant Awarding for the ALS Research Agenda Grantee • Deadline for the ASPIRE Higher Ed Grant • Evaluations for GAIN Higher Ed Grant Applicants • Continued coordination • WBL-ILC Manual • Finalized Modules for DTI • Grants Performance Assessments • Midterm Monitoring Visits

September	
IR1	• Capacity Building for BAE and ALS Teachers • Review and Finalization of Episodes 9 and 10 • IAI Scriptwriting Workshop • TOT on WBL-BYOB Limited Scale-up • Awarding of O2-ALS Research Grant
IR2	• TOT on 21st Century Skills, WBL, BYOB for TVI associations in TESDA Regions • Continuing TOP learning sessions in 3 new sites • Ongoing learning sessions for TOP youth in 3 new sites • Continuing review of 21st Century Skills modules for NC III and NC IV • Monitoring with CRS on SILC groups organized by O2 Youth leaders • Continuing roll-out of SkillLab for youth under LSPs and TOP
IR3	• Coordination Meetings • Youth Networks • Youth Volunteering Activities • Conduct of OCA/LRIR Endline Workshop • Conduct of HERO TOT to HEIs in Cagayan De Oro City and Davao City • HERO rollouts led by HEIs across O2's Sites

September	
CC	• Grants Summit • Pre-Award and Negotiations for GAIN and ASPIRE Higher Ed Grants • Kick-off of the Higher Education Community of Practice for OSY Development and Lifelong Learning • Continued coordination • WBL-ILC Manual • Finalized Modules for DTI • Grants Performance Assessments • Midterm Monitoring Visits

Annexes

Annex A: O2 in the Media (April-June 2023)

	Date	Media Outlet	Author	Title	Link
1	03-Apr-23	PIA NCR		USAID partners with DOLE, PESO, DTI to strengthen PasiGen Z youth employability	https://pia.gov.ph/press-releases/2023/04/03/usaid-partners-with-dole-peso-dti-to-strengthen-pasigen-z-youth-employability
2	03-Apr-23	Ikot.ph	Hazel Chua	TIP boosts technocore, new policies underway	https://www.ikot.ph/t-i-p-boosts-technocore-new-policies-underway/
3	06-Apr-23	The Post	Arturo Belano	TIP boosts experiential learning	https://thepost.net.ph/news/campus/tip-boosts-experiential-learning/
4	10-Apr-23	Philippine Daily Inquirer	Joel V. Nigos	TIP boosts technocore, new policies underway	n/a
5	24-Apr-23	PIA Region 10	Irene Joy Dayo	USAID official meets with CDO OSYDA to address sector's concerns	https://pia.gov.ph/news/2023/04/24/usaid-official-meets-with-cdo-osyda-to-address-sectors-concerns?preview=1
6	26-Apr-23	Mindanao Today	Irene Joy Dayo	USAID official meets with CDO OSYDA to address sector's concerns	https://mindanaotoday.com/usaid-official-meets-with-cdo-osyda-to-address-sectors-concerns/?fbclid=IwAR1pOi0i38cMPa0-jyLVbtiEgq8Isq5KsbmzyIkGu8lfZjFfX3RzOlliOo0
7	02-May-23	Disaster Radio Davao	James Galay (anchor)	Madayaw Davao Episode	https://www.facebook.com/davaocitydisasterradio/videos/1384900708933849
8	02-May-23	Philippine Information Agency	Shaun Alejandrae Uy	CDO OSYDA to launch Kahigayonan 2023, eMonitor Mo app	https://pia.gov.ph/news/2023/05/02/cdo-osyda-to-launch-kahigayonan-2023-emonitor-mo-app?fbclid=IwAR03djddNvyoJk46FJshiFWzpI6yON9F_HLKR8RbLheKYlgzOZyRiVClRdI
9	19-May-23	Philippine News Agency	John Rey Saavedra	500 out-of-school youth get USAID funds in savings, skills course	https://www.pna.gov.ph/articles/1201840
10	10-May-23	Brigada News FM 89.3 - Cotabato City		USAID SILC project awards business pitching winners	https://www.facebook.com/893bnfmcotabato/posts/pfbid0tgnAxM8rZGfo2ZoEvYzPHXR6Fr1w5ZYGeP6odRYNgHhNDVzgPXqoGzk2TdVoGNfLl
11	19-May-23	Sunstar Cebu		500 out of-school youth gain skills from USAid saving program	https://www.sunstar.com.ph/article/1961721/cebu/local-news/500-out-of-school-youth-gain-skills-from-usaid-saving-program
12	21-May-23	The Freeman	USAID PR	US trains 500 OSY on financial literacy, entrepreneurship	https://www.pressreader.com/search?query=USAID%20Opportunity%202.0%20&orderBy=Date&hideSimilar=0&type=2&state=1&searchFor=Articles
13	27-May-23	Business Mirror		US trains 500 OSY on financial literacy, early-business management	https://businessmirror.com.ph/2023/05/27/us-trains-500-osy-on-financial-literacy-early-business-management/
14	27-May-23	The Post	Arturo Belano	500 OSYs get USAID training on entrepreneurship	https://thepost.net.ph/news/nation/500-osys-get-usaid-training-on-enterpreneurship/?fbclid=IwAR1IOdGL5lhU6ai_QOuKeLRX9CVxT-mBllV0_CW5uSOcTn_1hehux4Ct8sM
15	29-May-23	The Manila Times	Leander Domingo	US trains 500 out-of-school youth in financial literacy, entrepreneurship	https://www.manilatimes.net/2023/05/29/expats-diplomats/us-trains-500-out-of-school-youth-in-financial-literacy-entrepreneurship/1893449
16	30-May-23	Philippine Information Agency	Andrea Bancud	USAID Opportunity 2.0 stages a learning summit	https://pia.gov.ph/photos/2023/05/30/usaid-opportunity-20-stages-a-learning-summit
17	31-May-23	Philippine Information Agency	Andrea Bancud	USAID Opportunity 2.0 Program holds learning summit, celebrates HEIs	https://pia.gov.ph/news/2023/05/31/usaid-opportunity-20-program-holds-learning-summit-celebrates-heis

	Date	Media Outlet	Author	Title	Link
18	02-Jun-23	Philippine News Agency	Joyce Rocamora	"US earmarks P20-M grants to support out-of-school youths	https://www.pna.gov.ph/articles/120276 3
19	02-Jun-23	Manila Bulletin	Joseph Pedrajas	US bares P20-M grant for out-of-school youth	https://mb.com.ph/2023/6/2/us-announces-p20-m-grant-for-out-of-school-youth
20	03-Jun-23	Philippine Star		USAiD grants P20 M for Pinoy out-of-school youths	https://www.philstar.com/headlines/2023/06/03/2271080/usaid-grants-p20-million-pinoy-out-school-youths
21	03-Jun-23	Cebu Daily News		U.S. announces P20M in grants for PH's out-of-school youth	https://cebudailynews.inquirer.net/?p=507886#ixzz83iv3gMVo
22	03-Jun-23	Bombo Radyo Roxas		US, Nagpain Sang P20-M Grant Para sa Out-of-School Youth sa Pilipinas	https://www.facebook.com/bomboradyoroxas/posts/pfbid02wDfbMiMZnNKikryaqEAsTPGGQiSxNCe86gJPekg3T3EGFG26rvrfrqvvRXx6CeRYI
23	04-Jun-23	The Manila Times	Javier Joe Ismael	P20M in US grants for PH out-of-school youth	https://www.manilatimes.net/2023/06/04/news/national/p20m-in-us-grants-for-ph-out-of-school-youth/1894382
24	04-Jun-23	Sunstar Cebu	Cherry Ann T. Lim	USAID awards grant for training of 110 out-of-school women, Badjao	https://www.sunstar.com.ph/article/1963069/cebu/local-news/usaid-awards-grant-for-training-of-110-out-of-school-women-badjao
25	04-Jun-23	Sunstar Cebu		Editorial: Bridging the gender gap	https://www.sunstar.com.ph/article/1963094/cebu/opinion/editorial-bridging-the-gender-gap
26	05-Jun-23	Superbalita Cebu		USAID award grant sa 110 ka out-of-school women, Badjao	https://www.sunstar.com.ph/article/1963116/superbalita-cebu/balita/usaid-award-grant-sa-110-ka-out-of-school-women-badjao
27	05-Jun-23	Sunstar Cebu		US government announces P20M in grants to support out-of-school youth in Philippines	https://www.sunstar.com.ph/article/1963128/cebu/local-news/us-government-announces-p20m-in-grants-to-support-out-of-school-youth-in-philippines
28	05-Jun-23	The Manila Times	Leander Domingo	US announces P20M in grants to support OSYs	https://www.manilatimes.net/2023/06/05/expats-diplomats/us-announces-p20m-in-grants-to-support-osys/1894466
29	05-Jun-23	The Freeman		US announces P20M in grants to support OSYs	https://www.pressreader.com/search?query=USAID%20Opportunity%202.0%20&orderBy=Date&hideSimilar=0&type=2&state=1&searchFor=Articles
30	06-Jun-23	106.7 Marino News FM		U.S. Nagbigay ng P20M para sa mataas na edukasyon ng OSY	https://www.facebook.com/1067marinofm/posts/pfbid0KhCZTCfqfaQt4pDr9fNpyL1VAyEtyBqLpYVPmkfXcDLo2Lt4yLjksY1PLzviLtrzl
31	06-Jun-23	Radyo Pilipinas		U.S. Nagbigay ng P20M para sa mataas na edukasyon ng OSY	https://www.facebook.com/radyopilipinas1/posts/pfbid0TbfVuEgpoHpL7nXXTqWCm48ZhZpvaE8pU4xA7Wxxwrooqfw78bik1CECFpGFu3Kkl
32	06-Jun-23	Sunstar Davao		Editorial: Bridging the gender gap	https://www.pressreader.com/philippines/sunstar-davao/20230606/281638194597327
33	06-Jun-23	Sunstar Davao		U.S. Extends P20M In Grants To Support Out-Of-School Youth	https://www.pressreader.com/philippines/sunstar-davao/20230606/281573770087887

	Date	Media Outlet	Author	Title	Link
34	06-Jun-23	Sunstar Bacolod		Editorial: Bridging the gender gap	https://www.sunstar.com.ph/article/1963094/cebu/opinion/editorial-bridging-the-gender-gap
35	09-Jun-23	The Mindanao Examiner Regional		US releases new grants to support out-of-school youth	https://issuu.com/mindanaoexaminernewspaper/docs/mindanaoexaminer532
36	12-Jun-23	The Daily Tribune		P20-million grant supports out-of-school Filipino youth	https://tribune.net.ph/2023/06/12/p20-million-grant-supports-out-of-school-filipino-youth/
37	13-Jun-23	Philippine Information Agency	Liez'l Marie Lamasan-Ejeda	Seizing Opportunities 2.0	https://pia.gov.ph/features/2023/06/13/seizing-opportunities-20
38	14-Jun-23	PIA Region VII		NOW: The United States Agency for International Development (USAID) Opportunity 2.0 Program holds a Private Sector Forum "Gen Zugbu: Getting Down to Biz" today (June 14) in Cebu City	https://www.facebook.com/PIACentralVisayas/posts/pfbid0gqHvdP1Mzu8Ay5QpSRwffok8ZfJiYyd4yEh9LFwrcG7k2xBuTv4kAnFhDupzhUXLI
39	14-Jun-23	PIA Cebu		NOW: The United States Agency for International Development (USAID) Opportunity 2.0 Program holds a Private Sector Forum "Gen Zugbu: Getting Down to Biz" today (June 14) in Cebu City.	https://www.facebook.com/PiaCebu/posts/pfbid0s3sCHpZPVeJiekwbo55e31g2jT9iyTD355De1HiP3wv163aUwUZCEJU1SUQLtDPKl
40	16-Jun-23	The Manila Standard	Nash B. Maulana	PH receives new P20m education grant	https://manilastandard.net/news/national/314340420/ph-receives-new-p20m-education-grant.html
41	17-Jun-23	Business Mirror		US allocates P20M in grants to aid PHL's unschooled youth	https://businessmirror.com.ph/2023/06/17/us-allocates-p20m-in-grants-to-aid-phls-unschooled-youth/

Annex B. Success Stories

Former OSY in Iligan: USAID's Work-Based Learning Key to Employment Success

Mich Cabalquinto and Kyle Gaspar Rebusto could not believe their luck when they found out they had been hired as service crew members at a restaurant in Iligan City, Northern Mindanao.

However, luck only played a small part in their story. As completers of USAID's work and business readiness training, they credit their success to the skills they gained through Work Based Learning.

USAID introduced Work Based Learning content from the Education Development Center into the Alternative Learning System (ALS) curriculum in the Philippines. So, in addition to technical skills, youth are also equipped with soft skills that are highly sought after in the world of work. Now, through USAID support, alternative education graduates in the Philippines have better chances of landing jobs.

Twenty-three-year-old Mich had to drop out of formal education to take care of her young child. She used to be a household help in Marawi to support her young family. When she first began Work Based Learning workshops, she found the training difficult but rewarding. "I can really say that it is challenging because you end up enhancing yourself in ways that were never shown to me in school," Mich said. The five-week program incorporates real workplace visits, interviews with employers, work immersion, and job shadowing.

Another one of the program's standout graduates, Kyle, 20, dropped out due to family problems. When he was a teenager, he lost the grandmother who raised him, and his mother who was working overseas had already remarried. As an alternative education graduate, he previously applied for work but had not been accepted. "I thought to myself, what am I missing that others have?" So, in addition to his alternative education diploma, he also trained in Work-Based Learning. He learned how to craft resumes, apply interview techniques, and display proper etiquette and behavior in the workplace.

Former OSY in Iligan: USAID's Work-Based Learning Key to Employment Success

"We are very particular with training," said HR Assistant for Recruitment Ella Mayen Obina of the Alrose Group of Companies. "Our OSY's performance usually marks high." Alrose runs restaurants in Iligan City. Private sector partners are integral to work-based learning. As mentors and work immersion hosts, they are able to shape the future workforce. While providing upskilling opportunities to marginalized groups, private sector partners gain access to a young, enthusiastic workforce that can boost business operations.

Both Mich and Kyle are grateful to USAID Opportunity 2.0 for the training they have received, as well as for the second chance that they were given to continue their dreams. Mich is looking forward to be promoted down the line. Kyle is aiming to balance work and studies as he hopes to pursue higher education in the future.#

> **I'm thankful for the USAID Opportunity 2.0 program because I got a chance to show what I'm capable of. Being an out-of-school is not a hindrance to reaching my dreams.**
>
> — Mich Cabalquinto, former out-of-school youth in Iligan City

Opportunity 2.0 is a five-year (2020-2025) program that aims to improve the learning and earning outcomes of out-of-school Filipino youth by working with key stakeholders in government, industry and academia to strengthen education, training, and employment systems at national and local levels. As of September 2022, over 1,200 out-of-school youth has completed tech-voc courses with USAID support.

USAID OPPORTUNITY 2.0 PROGRAM
Second Chance Opportunities for Out-of-School Youth

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USAID tool is enabling Philippine schools guide out–of–school youth to moving–up opportunities

Valenzuela youth begins college journey after USAID training

Joyme Celeste, 20, is the first in her family to go to college. She is an incoming sophomore at Valenzuela City Polytechnic College (ValPoly), studying Technical Vocational Teacher Education. Just a year ago, she was out-of-school. When she finished high school, she decided not to proceed to college to help out with her family's livelihood instead.

Joyme applied for jobs but was always rejected because companies either preferred college graduates or skilled workers. These rejections strengthened her resolve to go back and pursue a college education. "I firmly believe that education is the key to success, so I set it as my goal to finish college. There are more opportunities for college graduates," Joyme said.

In July 2021, ValPoly received a grant from USAID, allowing the school to extend training opportunities to the city's out-of-school youth population. It also built the capacity of ValPoly as an institution to cater to the unique conditions of the out-of-school.

For its first batch, ValPoly engaged 54 out-of-school youth in Valenzuela, one of whom was Joyme.

ValPoly is a technical-vocational school in Valenzuela established in 1996, specializing in technology and education that prepares a workforce for the city's manufacturing industry. Because of USAID support, ValPoly is now able to offer youth career guidance and peer support group organizing services for marginalized youth. The school also adopted USAID's Higher-Level Education or Training Readiness Orientation—or HERO, a guide used to inform young people about college admission, documents processing, and local education financing opportunities.

Valenzuela youth begins college journey after USAID training

> ## Actually, hindi ko po talaga alam na may free programs ang government. Nalaman ko lang po noong nag-HERO na ako.
>
> Actually, I really didn't know there were free government programs. I only learned about it after undertaking HERO.
>
> — Joyme, 20, from Valenzuela City found a pathway to higher ed thru USAID support.

When Joyme underwent HERO, she learned of youth-focused programs available from the local public and private institution-members of the city's Youth Development Alliance. "I wanted to pursue the field of Information and Communications Technology but when I realized it was expensive, I felt lost there for a moment," she recalled.

Marginalized youth like Joyme are often unaware of free education programs or financial assistance systems. Local education and youth development actors in the Philippines previously lacked this guide, which left youth who dropped out and youth from alternative and technical-vocational education uninformed about moving-up opportunities in their community. Through USAID's HERO, it has become easier for ValPoly to tap its own pool of faculty and current students to guide disadvantaged youth through pathways towards pursuing further studies or training.

With HERO, I realized that I don't have to stay out-of-school. I have big dreams that I want to achieve so when an opportunity came, I grabbed it.

"I was really thankful when I learned about ValPoly's free tuition. I could finally do what I thought I couldn't do—to go to college and get a diploma," exclaimed Joyme.

ValPoly found that HERO was a great tool because it improved its current student's leadership and community engagement skills while also uplifting the marginalized youth sector in the community.

USAID, through its Opportunity 2.0 program, is strengthening local institutions to serve marginalized Filipino youth. Grants worth a total of Php 73 million have been awarded to education and training service providers, which will benefit at least 6,400 marginalized youth. Partnership agreements with 76 higher ed institutions will also make sure that HERO is provided to out-of-school youth across 15 cities in the Philippines.

With the introduction of enhanced work and business training programs, as well as innovative materials and tools like HERO, schools like ValPoly can now serve the out-of-school youth who have unique needs and come from difficult circumstances. USAID has leveraged the role and resources of Philippine higher education institutions towards uplifting the lives of out-of-school youth. Through an innovative guide that helps mobilize higher ed resources, faculty, and students, Filipino out-of-school youth now have better opportunities to pursue higher education, jobs, or businesses.

Opportunity 2.0 is a five-year (2020-2025) program that aims to improve the learning and earning outcomes of out-of-school youth by working with key stakeholders in government, industry, and academia to strengthen education, training, and employment systems in the Philippines.

USAID OPPORTUNITY 2.0 PROGRAM
Second Chance Opportunities for Out-of-School Youth

USAID support to strengthening local organizations in PH is expanding services to vulnerable youth

Equal Opportunities for OSYs with disabilities: A PWD's Dream

Cotabato City, as the capital of the Bangsamoro Autonomous Region in Muslim Mindanao, is a gold mine of active, opinionated youth. With over 320,000 residents, it is a melting pot of Moro people, Christian settlers, and indigenous peoples with an autonomous government that represents all of these sectors.

One of these opinionated youth leaders is Marvin Bangon, a Moro youth volunteer at the Department of Social Welfare and Development Region 12. He is just like your ordinary 21-year-old – chatty, friendly, and has a great sense of humor. It was therefore quite strange to not see Marvin mingle and laugh alongside his co-workers. It would be difficult to tell that, for someone like him, a job and an education are harder to achieve than most.

Marvin is profoundly Deaf and communicates primarily through a mix of American and Filipino Sign Language. Of nine siblings, he and two younger brothers have been found to be deaf. Both his parents and all his sisters are hearing.

The Department of Social Welfare and Development (DSWD) Center for the Handicapped helped facilitate Marvin's primary education through the Alternative Learning System. This brought the first change in Marvin, who realized that his disability did not affect his intelligence.

"Because I could not communicate, I thought I was dumb. But after entering the center, I was able to practice reading and writing. I found out that I do have abilities. I have worth."

Equal Opportunities for OSYs with disabilities: A PWD's Dream

USAID, through its Opportunity 2.0 project, is supporting youth-serving organizations in the Philippines to expand opportunities to vulnerable youth like Marvin. Through a partnership with Kutawato Greenland Initiatives in Cotabato, Marvin was able to train on work and business readiness—a program developed by U.S.-based non-profit, Education Development Center. "My communication skills improved. I was also able to work on time management. I now know the kind of skills I need if I want to go to college," Marvin said.

He now uses these new skills in his job as a youth volunteer at the DSWD regional office, where he works to maintain the site's cleanliness and surroundings. He also serves as a peer coach to other out of school youth who use the center facilities. With his income, he is now able to help support his parents and siblings.

"**Because of USAID, we have become part of the people and this makes us happy. We are no longer excluded, we can start over, and hopefully discrimination against us will end.**"

One of Marvin's biggest dreams is to finish his education and become a teacher for the Deaf in his own community. "If given the chance, I want to teach at the local college here to other deaf students. I don't want people with disabilities to just stay at home and be idle. I want to teach my fellow youth with disabilities in the local college, my fellow deaf youth."

USAID support to strengthening systems that serve the out-of-school youth is illuminating and easing pathways to a brighter future for the most vulnerable members of society. Through capacity strengthening, local organizations are now able to cater and upskill the diverse out-of-school population so that they can pursue further studies, find jobs, or even start their own businesses.

Opportunity 2.0 is a five-year (2020-2025) program that aims to improve the learning and earning outcomes of out-of-school youth by working with key stakeholders in government, industry, and academia to strengthen education, training, and employment systems in the Philippines.

USAID OPPORTUNITY 2.0 PROGRAM
Second Chance Opportunities for Out-of-School Youth

EDC Unit 2901, Antel Global Corporate Center Building (29th Floor)
Dona Julia Vargas Avenue, Ortigas Center
Pasig City, Metro Manila, Philippines

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