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YouthWorks PH

Monitoring, Evaluation, and Learning (MEL) Plan

December 2024

This paper was published by YouthWorks PH for review and approval of the United States Agency for International Development (USAID).

Prepared by the Philippine Business for Education (PBE_d)

Cooperative Agreement No. 72049218CA00006

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ACRONYMS AND ABBREVIATIONS

AOR	Agreement Officer's Representative
AC	Area Coordinators
CoP	Chief of Party
COVID-19	Coronavirus Disease 2019
DCoP	Deputy Chief of Party
DepEd	Department of Education
DOLE	Department of Labor and Employment
DSWD	Department of Social Welfare and Development
FTW	Flexible Training for Work
GIA	Government – Industry – Academe
ICT	Information and Communications Technology
IEC	Information, Education, and Communication
IR	Intermediate Result
IG	Institutional Grantees
LGU	Local Government Unit
LMI	Labor Market Intelligence
IMO	Information Management Officer
LoP	Life of Project
MEL	Monitoring, Evaluation, and Learning
MERL	Monitoring, Evaluation, Research, and Learning
MOU	Memorandum of Understanding
NEET	Not in Education, Employment, and Training
NIAC	National Industry-Academe Council
NITESD	National Institute for Technical Education and Skills Development
PTA	Partnership and Training Assistant
PTO	Partnership and Training Officer
PBEd	Philippine Business for Education

PESO	Public Employment Service Office
PIDS	Philippine Institute for Development Studies
SMTP	Senior Manager for Technical Programs
SOW	Scope of Work
SSC	Sector Skills Council
TESDA	Technical Education and Skills Development Authority
TOP	TESDA Online Program
TR	Training Regulation
TTI	Technical Training Institute
TWSP	Training for Work Scholarship
TVET	Technical and Vocational Education and Training
USAID	United States Agency for International Development
USG	United States Government

INTRODUCTION

A. Background

YouthWorks PH is a private sector-led workforce development initiative, aimed at empowering youth who are not in education, employment, or training (NEET). The program brings together key stakeholders—such as industry leaders, government agencies, and academic institutions—to design and implement impactful opportunities that address the needs of these young individuals. Through innovative work-based training approaches such as the Flexible Training for Work Program, YouthWorks PH provides participants with practical skills, hands-on experience, and professional exposure. These efforts aim to bridge the gap between education and employment, empowering youth to build fulfilling careers and meet the evolving demands of today's workforce.

B. MEL Plan Overview

This plan outlines the approach for monitoring, assessing, and enhancing the performance of YouthWorks PH during the remaining years of the program's implementation. The primary updates in the Monitoring, Evaluation, and Learning (MEL) plan focus on refining the definitions and data collection methods for the performance indicators listed in Annex B, as specified in the performance reference sheet. These revisions aim to ensure that all terms are clearly defined, targets are well-articulated, and data limitations are properly addressed. This will help establish a more accurate framework for tracking progress, making informed decisions, and improving program outcomes.

The rest of the MEL plan is structured as follows:

- Section 2 outlines the program's intended outcomes and the pathways to achieve them, providing a clear structure for measuring success
- Section 3 details the strategy for regularly monitoring the program's performance, including the specific metrics, timelines, and methods used to track progress toward objectives
- Section 4 describes the plan for assessing the program's overall effectiveness, identifying key evaluation questions, methodologies, and timelines to measure impact and outcome
- Section 5 presents the framework for fostering continuous learning with the program, focusing on how insights from monitoring and evaluation will be applied to improve strategies and activities
- Section 6 outlines how the program will strategically mobilize resources from partners
- Section 7 provides a comprehensive plan for managing data, ensuring it is collected, stored, and analyzed effectively to support decision-making and maintain integrity
- Section 8 clarifies roles and responsibilities of key personnel involved in the program, ensuring accountability and coordination across various components
- Section 9 summarizing changes and adjustments to the MEL plan

The MEL plan is a living document that will be regularly updated throughout the duration of the project (LoP). It is designed to be flexible and responsive to any adjustments in the project's scope of work, implementation strategies, or external factors that may influence the program's operations. As the project evolves, the MEL plan will be revisited and refined to ensure its alignment with current objectives and conditions. Any further revisions or updates to the MEL plan will require joint approval from both YouthWorks PH and USAID to ensure consistency and collaboration in the program's monitoring, evaluation, and learning processes.

RESULTS FRAMEWORK

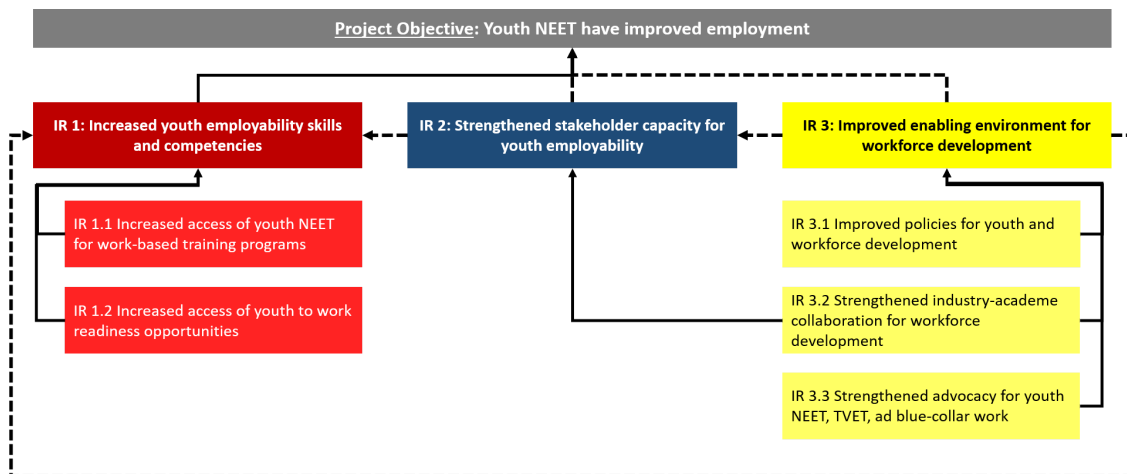
The results framework has undergone several revisions and is now in its most streamlined form. Despite these adjustments, the project's core objective remains supported by three key Intermediate Results (IRs). The project will primarily focus on providing innovative and flexible training opportunities for youth, such as through the Flexible Training for Work Program, while also creating a conducive environment for workforce development.

IR 1 focuses on increasing access to employability skills and competencies for youth, with an emphasis on delivering training programs that equip participants with the necessary skills for the workforce.

IR 2 targets capacity building among key stakeholders, including industry partners, educational institutions, and local government units, to ensure they are better equipped to support youth development.

IR 3 aims to strengthen the overall environment for workforce development, fostering conditions that promote the creation of sustainable opportunities and pathways for youth employment.

Through these three IRs, the project is designed to address the skills gap, enhance the support system for workforce development, and ensure a more effective and inclusive approach to youth employment.



To more precisely define the target beneficiaries, the project focuses on "youth NEET," which refers to individuals aged 18 to 30 who, at the time of engagement with the project, are not currently enrolled in education, employed, or participating in any training. These individuals must have completed at least a high school education under the previous curriculum or have finished Grade 10 under the K-12 curriculum. By targeting this specific group, the project aims to reach young people who face barriers to education, employment, or training, offering them opportunities to enhance their skills and improve their employability.

The following provides a more detailed breakdown of activities, with a focus on each Intermediate Result (IR). These activities are designed to support the overall project objectives and ensure targeted outcomes for each area of development.

IR.1 Increased youth employability and skill competencies

Partnership building

The program will prioritize existing partners or those with MOAs with PBE for implementing work-based training (WBT), with a focus on key partners such as McDonald's, Jollibee Food Group, Phinma, Frutas, and R2 Group. Additionally, the project has partnered with various organizations as Institutional Grantees to support the implementation of the FTW Program.

Institutional Grantees are equipped, trained, and empowered to effectively implement the FTW program, enabling them to expand its reach and impact. By building their capacity, these grantees play a crucial role in delivering employability skills training and improving employment outcomes for youth who are not in education, employment, or training (NEET). The program focuses on enhancing the skills of NEET youth, providing them with the tools needed to succeed in the workforce, while also fostering stronger connections between training opportunities and actual employment pathways.

Flexible Training for Work Program

The FTW Program, YouthWorks PH's flagship initiative, consists of two phases. In Phase 1, trainees receive mentoring in life and employability skills, theoretical technical vocational training, and Skills to Succeed training. Phase 2 transitions them to in-company training for hands-on experience. Over the years, the program has evolved from online to blended learning, and now fully face-to-face. While most activities are now managed by Institutional Grantees, some internal training sessions still involve contracted mentors to deliver Phase 1.

Supervised Industry Learning with partners

Partnering with industries for Supervised Industry Learning (SIL) such as Jollibee Food Group provides valuable opportunities for youth who are not in education, employment, or training (NEET). These industry collaborations create pathways for NEET youth to gain practical, hands-on experience while receiving mentorship and guidance from professionals in the field. By working

closely with various industries, the program ensures that the training is aligned with real-world job requirements, enhancing the employability of the participants. The partnerships allow NEET youth to develop critical technical and soft skills, while also helping businesses build a skilled and prepared workforce for the future.

Harnessing the power of social media for recruitment, awareness campaigns, and engagement, YouthWorks PH has been strategically utilizing these platforms to expand its reach and connect with targeted youth beneficiaries. By leveraging popular social media channels like Facebook, and Tiktok, the program effectively promotes its initiatives, shares valuable information, and attracts potential participants. This approach allows YouthWorks PH to engage directly with youth who may not be reached through traditional methods, ensuring that the program's opportunities are accessible to a wider and more diverse group of young people.

IR. 2 Strengthened stakeholder capacity for youth employability

In line with the project's commitment to capacity building, a workforce development toolkit will be developed. This all-encompassing resource will feature templates, guidelines, manuals, training materials, and valuable lessons learned from the FTW program's implementation. It will be distributed to GIA councils, local government units, and other stakeholders to assist them in designing and executing similar workforce development initiatives in the future. Serving as a legacy document, the toolkit will help ensure the long-term sustainability of program activities beyond the project's conclusion.

IR.3 Improved enabling environment for workforce development

Policy advocacy at both national and local levels will focus on collaborating with government partners, including LGUs, PESO Centers, TESDA regional offices, and DepEd division heads. Key activities will include: [1] designing and accrediting training programs for growth sectors and priority sites, [2] developing local partnerships between government, industry, and academia, and mobilizing NEET youth participants, and [3] ensuring the sustainability and scaling of efforts beyond the life of the project, particularly by influencing workforce development policies through advocacy and reform.

The project will support the creation of local GIA councils to foster collaboration between government, industry, and academia for workforce development and sustainability. Establishing these councils will ensure continued efforts after YouthWorks PH.

Organization of workforce development summit to engage a greater number of decision makers - business executives, heads of academic institutions, and policy makers from the government to foster meaningful dialogue on the current workforce landscape. The summit will provide a collaborative platform to explore pressing challenges, identify emerging trends and develop actionable, forward-looking policy recommendations on workforce development.

Furthermore, YWPH will support the *socialization of the Enterprise-Based Education and Training Bill* by raising awareness and engaging key stakeholders, including government agencies, industry leaders, and organizations. This process aims to inform stakeholders on the bill's objectives, provisions, and impact on businesses and the workforce.

PERFORMANCE MONITORING PLAN

A. Monitoring Approach

The MEL system and performance monitoring approach are grounded in key principles: performance management and adaptability, data quality, capacity building, participation, and timely feedback and reporting. The system is designed to track progress and adjust to changing circumstances throughout the project. The MEL team will consistently collect and analyze performance data, using indicators to provide accurate, reliable, and timely insights on program activities, progress, and outcomes. This data will guide project staff in assessing performance and making necessary adjustments to ensure successful implementation.

To ensure data quality, the MEL team places a strong emphasis on regularly validating submitted reports, maintaining accuracy and reliability throughout the project. Continuous capacity building is provided to all program staff and partner organizations, including institutional grantees, ensuring they are equipped with the skills and knowledge needed to effectively collect, manage, and report data. Furthermore, the team maintains open communication channels and a robust feedback mechanism, enabling swift resolution of any data-related issues and ensuring that data is consistently reviewed for accuracy and integrity.

B. Monitoring Indicators

The team systematically and consistently collects, analyzes, and utilizes data to assess a project's progress in relation to its established indicators and targets. This process is detailed in the Performance Indicator Plan, outlined in [Annex A](#), which serves as a structured framework to ensure that program activities are effectively aligned with the project's goals and are on track to achieve the intended outcomes. By leveraging this comprehensive plan, the team can monitor performance accurately, identify areas for improvement, and make data-driven decisions to optimize program implementation and impact.

In addition to measuring project indicators, regular monitoring activities will be conducted to gather qualitative information that complements the quantitative data from these indicators. These activities will take place throughout the project's implementation to ensure that initiatives are executed as planned and to allow for timely adjustments when needed.

Regular monitoring not only supports the effective implementation of activities but also provides valuable opportunities for the project team to:

- **Engage Key Stakeholders:** Conduct qualitative interviews with government representatives, academic mentors, and industry partners to gather feedback, evaluate their ongoing commitment to the project, and track changes in their policies and perceptions regarding youth and workforce development.

- **Understand Participant Experiences:** Organize random surveys or focus group discussions with youth trainees and mentors to obtain feedback on the program's implementation, address challenges or concerns, and identify opportunities for improvement.

By incorporating these qualitative approaches, the project ensures a more holistic understanding of its progress and impact, enhancing its ability to respond proactively to challenges and adapt to stakeholder needs.

Monitoring activities however, are constrained by logistical and mobility challenges stemming from financial limitations. To address these obstacles, the MEL team has adopted a modified approach to monitoring visits, ensuring that the qualitative aspects of monitoring are still effectively captured.

This adaptive strategy allows the team to remain flexible and resourceful, implementing alternative mechanisms to gather essential insights without compromising the quality and reliability of data collection. By adjusting monitoring practices, the MEL team continues to uphold its commitment to evaluating program activities comprehensively, ensuring that the project's goals are met despite financial and logistical constraints. This approach reflects the team's resilience and proactive efforts to overcome challenges while maintaining a high standard of monitoring and evaluation practices.

C. Context Monitoring

In addition to monitoring the project's performance indicators, the team will conduct quarterly tracking of youth NEET (Not in Education, Employment, or Training) rates as reported by the Philippine Statistics Authority (PSA). These statistics provide a broader view of national trends related to youth NEET populations, which may fall outside the project's direct scope of influence but can still significantly impact its outcomes and overall success.

By analyzing these trends alongside program-generated data, the project team can identify patterns, contextual factors, and external challenges that may affect implementation. This combined analysis will guide the team in refining or reorienting strategies to ensure alignment with evolving realities and to maximize the project's relevance and effectiveness.

A concise summary of these findings will also be prepared and shared with USAID to provide them with updated contextual insights, ensuring that stakeholders remain informed of key developments and their potential implications for the program.

With the upcoming local elections, conducting a **Political Economy Analysis (PEA)** is essential to assess how political and economic shifts might influence the project's implementation and outcomes. The analysis will focus on identifying critical factors such as changes in local leadership, shifting policy priorities, and evolving governance structures that could impact project activities, partnerships, or intended results.

By proactively analyzing these dynamics, the project team can better anticipate risks, refine strategies, and engage stakeholders with greater precision. The PEA will also serve as a foundation for aligning project initiatives with local development agendas, ensuring seamless collaboration with newly elected

officials and other key actors. This proactive approach supports resilience and continuity, minimizing potential disruptions and maximizing the project's relevance and effectiveness during and after the political transition.

To ensure these efforts are sustained, the MEL team will actively encourage program staff and the policy team to conduct ongoing monitoring of local contexts. This will enable them to stay attuned to emerging trends and challenges, making timely adjustments to maintain the project's alignment with local needs and priorities.

IV. Evaluation Plan

Tracer Study

The primary goal of the tracer survey is to track the progress of trainees after completing the Flexible Training for Work (FTW) program and assess its short- and medium-term impact on their employability. Specifically, the survey aims to determine whether trainees secured new employment as a result of their participation in the FTW program.

The findings from the tracer survey will directly inform the indicator "Percent of youth NEET with new employment following participation in the Flexible Training for Work Program," which aligns with the USAID indicator "Percent of Individuals with new employment following participation in USG-assisted workforce development programs." These results will provide critical insights into the effectiveness of the FTW program in enhancing employment outcomes for youth.

Furthermore, the tracer survey outcomes will address several key questions that will help refine and improve the program. The feedback gathered will be used to inform adjustments to program design and strategy, ensuring that the project continuously adapts to better meet the needs of its target beneficiaries.

Key Research Questions : Employment Outcomes of Youth

- What are the graduates doing after six (6) months from the end of the FTW program? Do graduates pursue employment or further training/education?
- Do youth who finish FTW have better employment (e.g. informal to formal, higher income, more benefits, in safer jobs) in the short term than those who dropped out of the program?
- What percentage of FTW graduates were Employed by the partner companies?
- Are there differences in the employment outcomes of FTW graduates according to sex?
- How do trainees find work? How long do they spend before they can find work? Do youth who finished FTW find work faster than those who dropped out of the FTW? What are the challenges faced by trainees in looking for work?
- Do youth trainees retain or change jobs within a year of finishing the FTW? What are the challenges and issues faced by trainees in starting work and in retaining their jobs?
- Do FTW graduates feel satisfied with their jobs a year after the FTW has concluded?
- What are the employment plans of the youth graduates (i.e. migrate to another city or country) in the short run (i.e. in the next year)? In the long run (i.e. in the next two or more years)?

Tracer studies will be conducted 6-12 months after the completion of each FTW cohort to evaluate the long-term impact of the program on youth NEET. These studies will specifically focus on assessing the employment outcomes and overall employability of the participants.

The design of the tracer study will be developed internally, drawing on insights and methodologies from existing tracer studies conducted by TESDA and incorporating relevant elements from USAID's Workforce Outcomes Reporting Questionnaire. This approach ensures that the study is informed by established best practices and tailored to effectively measure the success of the FTW program in enhancing employment opportunities for youth. The findings from these studies will provide valuable data to assess the program's impact and identify areas for improvement in future cohorts.

Gender Equality and Social Inclusion

The MEL team will make concerted efforts to ensure that data collection and reporting processes are GESI-sensitive, meaning they will be designed to capture the diverse experiences and outcomes of marginalized and underrepresented groups, including women, people with disabilities, and other vulnerable populations. This will involve developing and implementing strategies for collecting disaggregated data, particularly by gender, age, disability status, ethnicity, and other relevant social factors.

By disaggregating data, the MEL team will be able to analyze how different groups are engaging with and benefiting from the program. This approach ensures that the program's impact is assessed in a way that highlights any disparities or barriers faced by marginalized groups. For example, the team will ensure that the participation rates of women, persons with disabilities, and other groups are tracked separately, allowing for a deeper understanding of their specific needs and challenges.

The team will also ensure that the reporting process includes detailed information on these disaggregated data points. This will help in making the program more accountable, transparent, and responsive to the needs of all participants. Moreover, the MEL team will continuously review and adjust data collection methods to ensure they remain inclusive and reflective of the diverse characteristics of the beneficiaries. This will include training staff and partners on GESI-sensitive data collection practices, ensuring that the data captured is both accurate and meaningful for understanding the program's impact on various groups.

Overall, these efforts will allow for the creation of more equitable and inclusive programs, where GESI considerations are central to the monitoring and evaluation processes.

End of Project Evaluation

The final evaluation of YouthWorks PH will be conducted toward the end of the project's implementation period to assess the overall results, impact, and sustainability of the project's outcomes. Scheduled for the latter half of the eighth year (between January and March 2026), this evaluation will focus on determining the extent to which the project has achieved its intended objectives and outcomes. It will offer an opportunity for in-depth reflection on the strategies and assumptions that guided the intervention, providing valuable insights into what worked well and what could be improved.

The evaluation will specifically assess the progress made toward achieving the project's objectives, measuring the effectiveness and efficiency of the implemented activities. It will also explore whether the project's strategies were aligned with the original goals and if they resulted in meaningful outcomes for youth NEET, workforce development, and other key stakeholders. Recommendations will be made based on findings, particularly regarding any necessary adjustments or modifications to future project strategies to ensure continued success.

An important aspect of this final evaluation is its role in assessing how well the project has contributed to PBE's broader agenda on workforce development, as well as its alignment with the USAID Philippines Country Development and Cooperation Strategy (CDCS). This will help evaluate whether the project has helped shape or influence national policies and strategies related to youth employment, skills development, and workforce readiness.

To ensure comprehensive insights, the final evaluation will utilize mixed methodologies, combining both qualitative and quantitative approaches. This includes surveys, interviews, focus group discussions, and data analysis to provide a holistic understanding of the project's impact. The evaluation will also examine the sustainability of the project's outcomes, focusing on how well the benefits of YouthWorks PH are likely to persist over time, especially after the conclusion of project activities.

A draft set of final evaluation questions, which are detailed in [Annex C](#), will guide the evaluation process, ensuring that all relevant aspects of the project are thoroughly examined. Ultimately, the final evaluation will serve as a critical tool for assessing the overall success of the project, identifying key lessons learned, and providing strategic recommendations to inform future interventions in youth workforce development.

V. Learning Plan

Lessons Learned and Project Performance Review

Lessons Learned and Project Performance Reviews are conducted quarterly to ensure that the project remains on track, continuously improves, and adapts to changing circumstances. These reviews provide an opportunity for the project team to assess progress, identify challenges, and share insights gathered during the previous quarter. By regularly reflecting on the project's performance, the team can evaluate what strategies are working well and which areas need adjustments.

The quarterly reviews also allow for timely identification of any emerging issues or gaps in implementation, ensuring that corrective actions can be taken before they impact the overall success of the project. Moreover, this regular process fosters a culture of learning, where experiences, successes, and challenges are documented and shared. These lessons learned inform future strategies, ensuring that the project evolves in response to both internal and external factors.

The feedback gathered from these reviews is essential for decision-making, enabling the project to adjust its activities to better meet the goals and objectives. It also ensures that the project stays aligned with its broader mission and vision, while promoting efficiency, effectiveness, and sustainability throughout its lifespan.

VI. Data Management

Data Validation and Verification

Data collection and processing play a critical role in supporting project planning, evaluation, and reporting. To ensure the accuracy and reliability of project information, data validation and verification must be a shared responsibility among all project staff who interact with key data sources, including partners, mentors, and trainees. These team members are responsible for accurately recording data in appropriate forms during their engagement with stakeholders.

The Monitoring, Evaluation, and Learning (MEL) unit holds the ultimate responsibility for ensuring the validity and accuracy of the collected data. This includes conducting both desk reviews and, where applicable, on-site data validation to verify the quality and consistency of the information gathered. Once validated, the data must be systematically stored in the appropriate project database or documentation system for easy access and future reference.

The procedures for data collection, including the level of data disaggregation, are outlined in the Performance Indicator Monitoring Plan, as detailed in Annex A. These guidelines ensure that all data is captured consistently, with appropriate granularity, to facilitate robust analysis and effective decision-making. By maintaining rigorous data collection and verification processes, the project ensures that its results are accurately reported, providing a solid foundation for assessing progress and informing future activities.

Data Quality Assessment

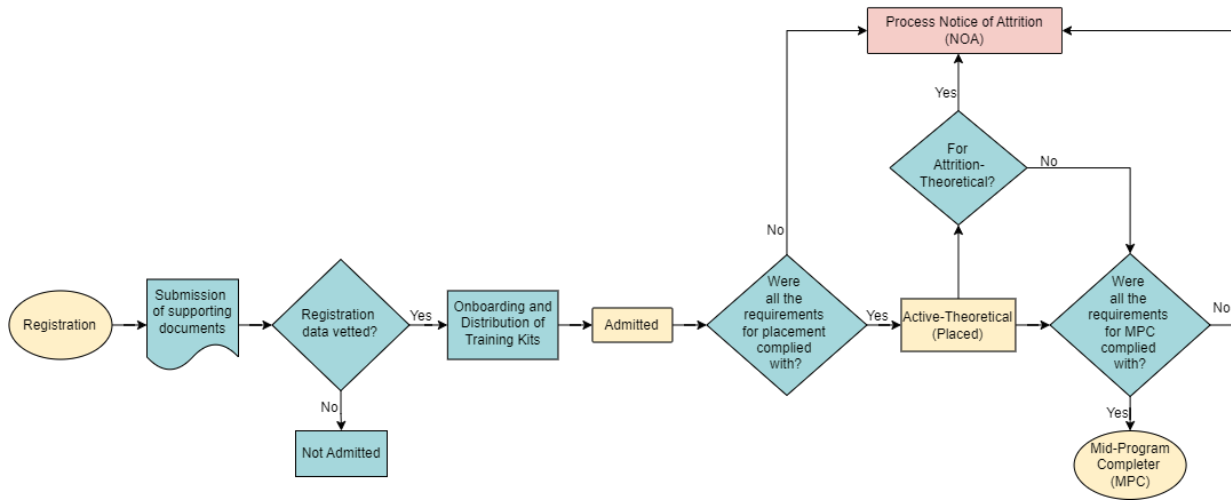
Data Quality Assessment (DQA) using USAID's principles is a critical process that guides the MEL team in ensuring the reliability, validity, and accuracy of the data collected throughout the project. The USAID principles for data quality focus on five key attributes: validity, reliability, precision, timeliness, and integrity. These principles help ensure that the data accurately reflects the project's activities and outcomes, is collected consistently, and is used to make informed decisions.

Through DQA, the MEL team systematically evaluates data collection methods, verification processes, and data management practices to identify any gaps or weaknesses in the data quality. This assessment ensures that the data is robust and can be trusted for reporting, analysis, and decision-making. By adhering to USAID's DQA guidelines, the MEL team helps maintain high standards of data quality, which enhances the credibility and impact of the project's monitoring and evaluation efforts.

Data and Process Flow

The diagram below illustrates the data intake process and the steps it undergoes before being entered into the database. A series of thorough checks and balances are implemented at each stage to ensure that the data is carefully vetted and verified. These safeguards are designed to uphold the integrity and reliability of the data being processed, ensuring that any inconsistencies or errors are addressed before the data is stored in the project's database. By applying these rigorous verification procedures, the system ensures that only high-quality, accurate, and trustworthy data is used for analysis, reporting, and decision-making.

PHASE 1: From Registration to Mid-Program Completion (MPC)



PHASE 2: From Mid-Program Completion (MPC) to Employment

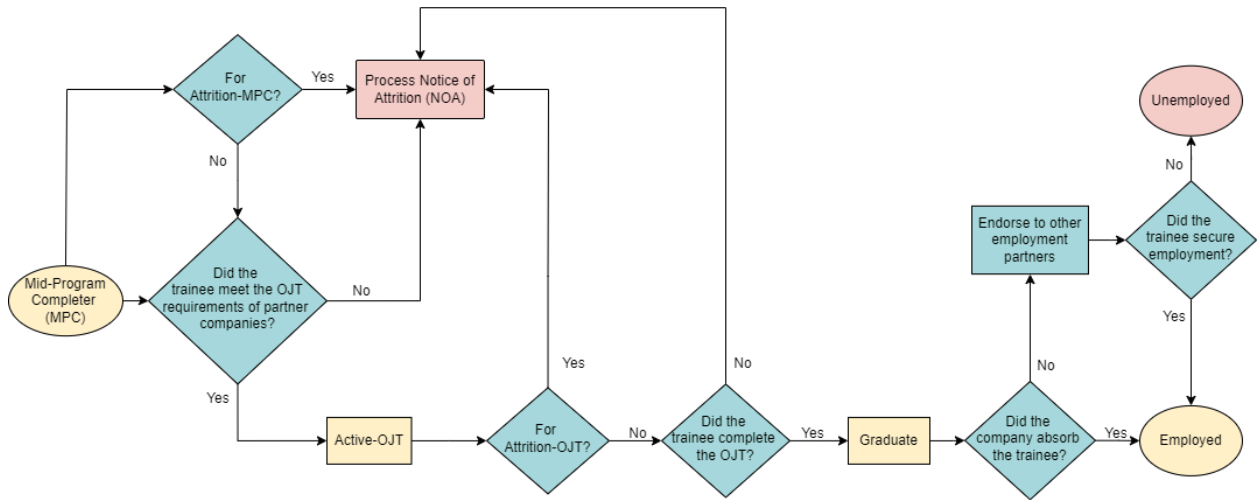


Figure 1: Phase 1 and 2 of the Flexible Training for Work Workflow

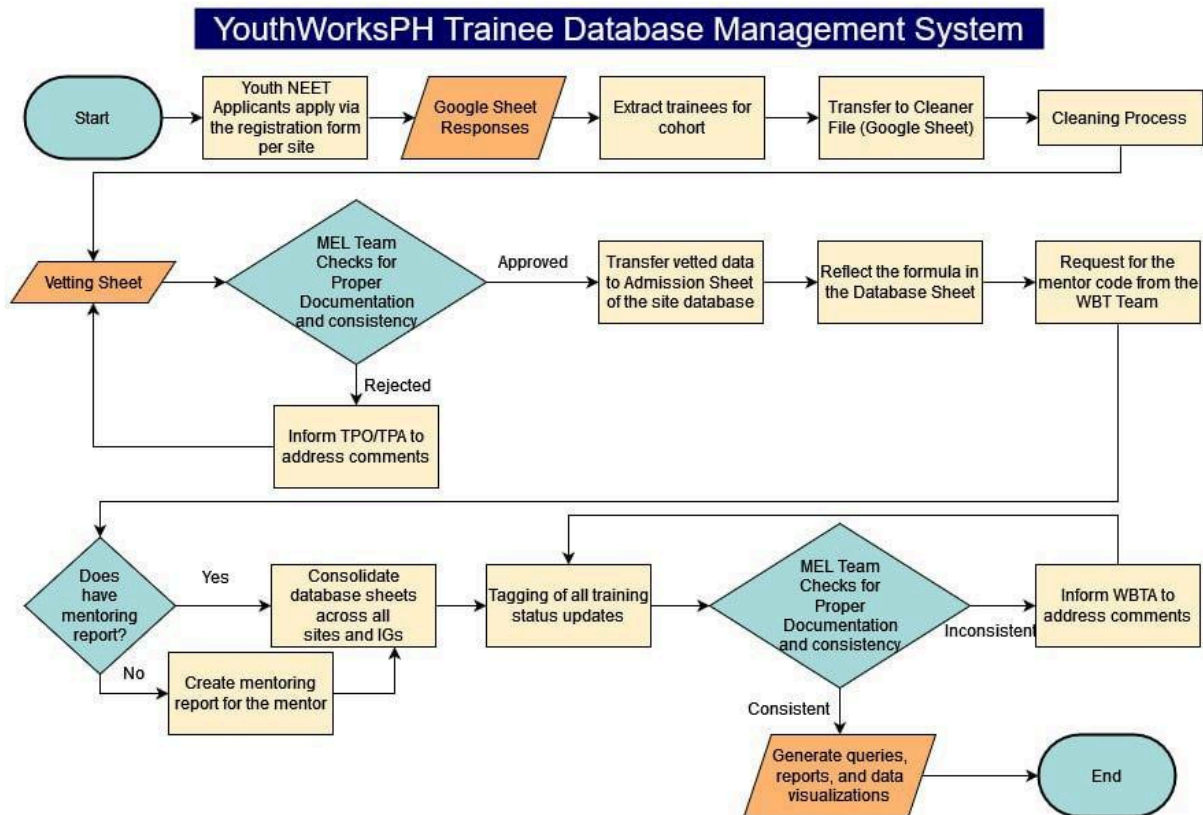


Figure 2. Database Management System Workflow

Data Storage and Security

The MEL team maintains digital records of all project data, stored securely within the project's Google Drive/Google Suite. To safeguard the integrity and confidentiality of this data, strict access controls and restrictions are implemented. These controls ensure that only authorized individuals have the appropriate permissions to view, edit, or manage files within the Google Drive. The team has established clear guidelines for file access, with permissions carefully assigned based on roles and responsibilities. This approach helps protect sensitive information while allowing the relevant team members to collaborate efficiently, ensuring that data is accessible only to those who require it for their work.

To ensure the security and integrity of project data, the project's Information and Management Officer performs regular backups every two weeks. This process occurs after the data has been cleaned, validated, and verified, ensuring it is accurate and ready for reporting. The officer transfers the finalized data to an external hard drive, providing an additional layer of protection in case of system failure or data loss. This backup procedure helps maintain the continuity of the project's data management and ensures that critical information is safely stored and accessible when needed.

VII. Roles and Responsibilities

Role	Responsibilities
MEL Specialist	<p>The MEL Specialist will oversee the implementation and updating of the MEL Plan, reporting regularly to the CoP and core team on its status. They will lead the design and execution of MEL processes, including data collection on performance indicators and periodic assessments of results. The MEL Specialist will also:</p> <ul style="list-style-type: none"> o Produce accurate, relevant, and timely reports for YouthWorks PH and partners, feeding into quarterly and annual reports. This includes developing protocols, procedures, and templates to guide reporting by City Coordinators, component managers, and partner MEL focal points. o Coordinate with external MEL consultants, ensuring they have access to relevant project information and that their outputs meet quality and technical standards.
MERL Officer	<p>The MERL Officer will assist the MEL Specialist in implementing the MEL Plan. Their responsibilities include collecting data from staff and partners, supporting monitoring and evaluation activities, conducting research, and facilitating training and events. The MERL Officer will also perform regular data quality checks to ensure compliance with standards of validity, reliability, precision, timeliness, and integrity.</p>
Information Management Officer	<p>The Information Management Officer will oversee and maintain the YouthWorks PH database, ensuring the accuracy and consistency of data-driven results to provide PBE and USAID with high-quality, up-to-date, and accurate information. They will assist in data analysis and quality checks and develop and maintain databases for registration and monitoring purposes.</p>
Senior Communications Officer	<p>The MEL Specialist will collaborate closely with the YouthWorks PH Senior Communications Officer to gather, document, and present stories related to target outcomes, ensuring that information and evidence about the project's results and impact are communicated effectively to key stakeholders.</p>
Area Coordinators	<p>Area Coordinators are responsible for monitoring the implementation and quality of interventions, ensuring proper documentation and backup of Means of Verification (MOVs). To support effective coordination, they will participate in partner training on the project's MEL system, covering their role in monitoring, reporting, and tracking progress at their sites. They will work closely with the MERLO and MEL Specialist to ensure smooth execution of these tasks.</p>
Training and Partnerships Assistants / Officers	<p>TPA/O are responsible for tracking the progress of youth trainees in the FTW Program, coordinating with mentors and partner Institutional Grants. They will be trained to use tools for monitoring and ensuring proper documentation and backup of all Means of Verification (MOVs). TPA/O will collaborate closely with the MERLO, MEL Specialist, and Communications Officer to carry out their tasks efficiently.</p>

Work-Based Training Officer and Assistant (WBTO/A)	WBTO/A are responsible for monitoring the progress of youth trainees throughout the FTW Program, ensuring proper documentation and backup of all Means of Verification (MOVs). They will be trained to use various tools to track trainees' progress. WBTOs will work closely with the MERLO, MEL Specialist, and Mentors to carry out their tasks effectively.
Partner Institution/ Institutional Grantees	Partner institutions/Institutional Grantees will assign MEL coordinators to monitor and report training outcomes to YouthWorks PH. These institutions will be trained on the project's MEL system, and a tracking system will be developed to monitor youth NEET trainees through each stage of the FTW program.
Chief of Party, Deputy Chief of Party, Senior Manager for Partnerships, and RWBT Specialist	The project's CoP will oversee the MEL activities and ensure that MEL processes and outputs meet the information needs of the YouthWorks PH team, partners, and the USAID Country Mission. The DCOP, SPM, and RWBT Specialist will support the CoP and conduct regular checks on MEL data collection and outputs using customized data quality assurance checklists to ensure compliance with established standards.
USAID AOR	USAID will be consulted on material changes to the MEL plan, including its initial review, approval, and any subsequent revisions. They will also review quarterly and annual project reports. Additionally, USAID will be invited to project events, such as assessments, to provide feedback and suggestions on implementation.

IX. Reporting Schedule

Report	Frequency	Transmission to USAID	Brief Description of Content
Weekly Highlights	Weekly	Every Friday	Captures key events or accomplishments of the project for the week
Quarterly Report	Quarterly	January 31 April 30 July 31	Presents key project progress for the quarters (October to December, January to March, April to June) along with lessons learned, key project challenges, and any contextual information that has implications to project implementation
Annual Report	Annual	October 31	Presents key project progress for the year (June to May) along with lessons learned, key project challenges, any contextual information that has implications to project implementation, and internal evaluation/assessment of the project

Annual Implementation Plan	Annual	September 30	Presents plans for project implementation for the succeeding year, incorporating lessons learned and pivots from implementing the project
MEL Plan	As needed	As agreed upon with USAID	Presents plans for the conduct of MEL activities and leverage for the project