

YouthWorks PH

PROJECT GUIDEBOOK

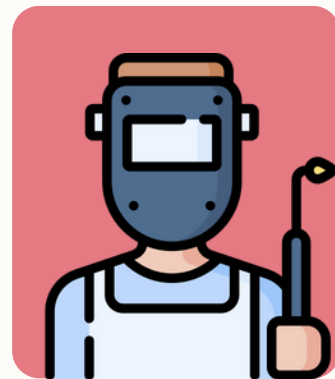
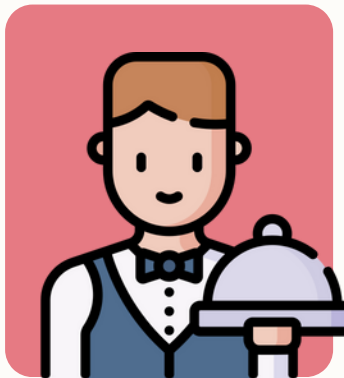


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PROJECT INTRODUCTION

Who We Are

Philippine Business for Education (PBE_d) is a non-profit organization founded in 2006 by the country's top business leaders. Its primary mission is to bridge the gap between education and the needs of the industry. PBE_d advocates for educational reforms that focus on improving learning outcomes and enhancing employability, with the broader aim of contributing to national development by raising the quality of education and aligning it with the demands of the labor market.

Area of Work

PBE_d's work centers on advancing educational reforms that directly impact learning and employability. The organization seeks to create a better future for every Filipino by ensuring that education equips individuals with the necessary skills for meaningful employment, ultimately improving the overall quality of life in the Philippines. PBE_d collaborates with various sectors to advocate for policies that promote this alignment, empowering individuals through education that leads to sustainable career opportunities.

YouthWorks PH is a six-year (2018–2024) youth employability project implemented by PBE_d and the United States Agency for International Development (USAID). The project's primary goal is to provide access to training and employment opportunities for youth classified as not in education, employment, or training (NEET).

Throughout its run, YouthWorks PH sought to increase youth competencies, strengthen stakeholder capacity for youth employability, and foster an enabling environment for workforce development. By primarily working with industry partners, the goal is to bridge gaps in skills and employment and create a sustainable pipeline of talent that meets industry standards.



Flexible Training for Work Program

The Flexible Training for Work (FTW) Program was established as a core initiative of the YouthWorks PH Project in line with the goal of addressing youth NEET barriers such as limited access to formal education, lack of industry-aligned skills, and geographic and economic constraints. This framework integrates theoretical learning with practical, on-the-job experience, ensuring that youth acquire market-relevant skills and opportunities for sustainable employment.

Rationale and Relevance

Youth employment remains a persistent challenge in the Philippines, with many young people lacking the skills and opportunities needed to participate in the workforce. The FTW Program directly addresses this gap by offering flexible, competency-based training that responds to the needs of both youth and employers. Key reasons why the FTW Program is critical:

- 1. Bridges the Skills Gap:** Aligns youth skills with industry requirements, increasing their employability
- 2. Promotes Economic Inclusions:** Targets marginalized youth who face systematic barriers to education and employment
- 3. Strengthens Workforce Development:** Creates a pipeline of skilled workers to support national economic growth

By focusing on flexibility, the program accommodates the unique circumstances of youth NEET participants, enabling them to balance training with personal responsibilities while overcoming barriers to employment.

Alignment with YouthWorks PH Goals

The FTW Model is integral to achieving the overarching goals of YouthWorks PH:

- 1. Empower Youth Not in Education, Employment, or Training:** Provide skills training and career opportunities to at least 40,000 youth NEET youth nationwide.
- 2. Enhance Workforce Readiness:** Develop industry-responsive training programs that align with labor market needs.
- 3. Build Sustainable Partnerships:** Strengthen collaboration between government, private sector employers, and academic institutions to ensure sustainable and scalable workforce development solutions.
- 4. Foster Inclusive Growth:** Support youth from disadvantaged backgrounds, enabling them to contribute meaningfully to the economy and their communities.

FTW Model



*The indicated time only serves as a guide. It is not a fixed timeline.

Priority Sectors

YouthWorks PH prioritized sectors that demonstrate significant potential for economic growth, workforce demand, and sustainable career opportunities for youth. These sectors were identified based on their alignment with national development goals and the needs of industry partners.



Food & Beverage Services

The FBS sector presents a significant and accessible pathway to employment for Filipino youth, with a consistent demand for entry-level roles such as kitchen staff, service crew, and baristas. YouthWorks PH offered training in these areas with various industry partners.



Manufacturing

Manufacturing remains a key driver of industrial development in the Philippines. The program focuses on upskilling youth in areas such as assembly, production, quality control, and supply chain management to meet the evolving demands of manufacturing industries.



Retail

The retail and customer service sector offers a dynamic entry point for young job seekers. The program empowered those who wanted to take on frontline roles, such as sales associates, cashiers, and crew, with the appropriate skill set to prepare them for the industry.



Construction

The construction sector plays a pivotal role in infrastructure development. The program trained youth in construction-related skills such as masonry, carpentry, plumbing, and electrical installation, addressing the need for a skilled labor force in this industry.



Information and Communication Technology

The ICT sector is rapidly expanding, offering opportunities in fields such as software development, digital marketing, technical support, and cybersecurity. YouthWorks PH integrated ICT training to prepare youth for roles in this dynamic and future-focused industry.



Hospitality and Tourism

As a significant contributor to the Philippine economy, the hospitality and tourism sector requires a skilled workforce to deliver quality services. The program equipped trainees with expertise in hotel operations, food and beverage services, and customer relations to meet the needs of this vibrant industry.

Project Sites

LUZON

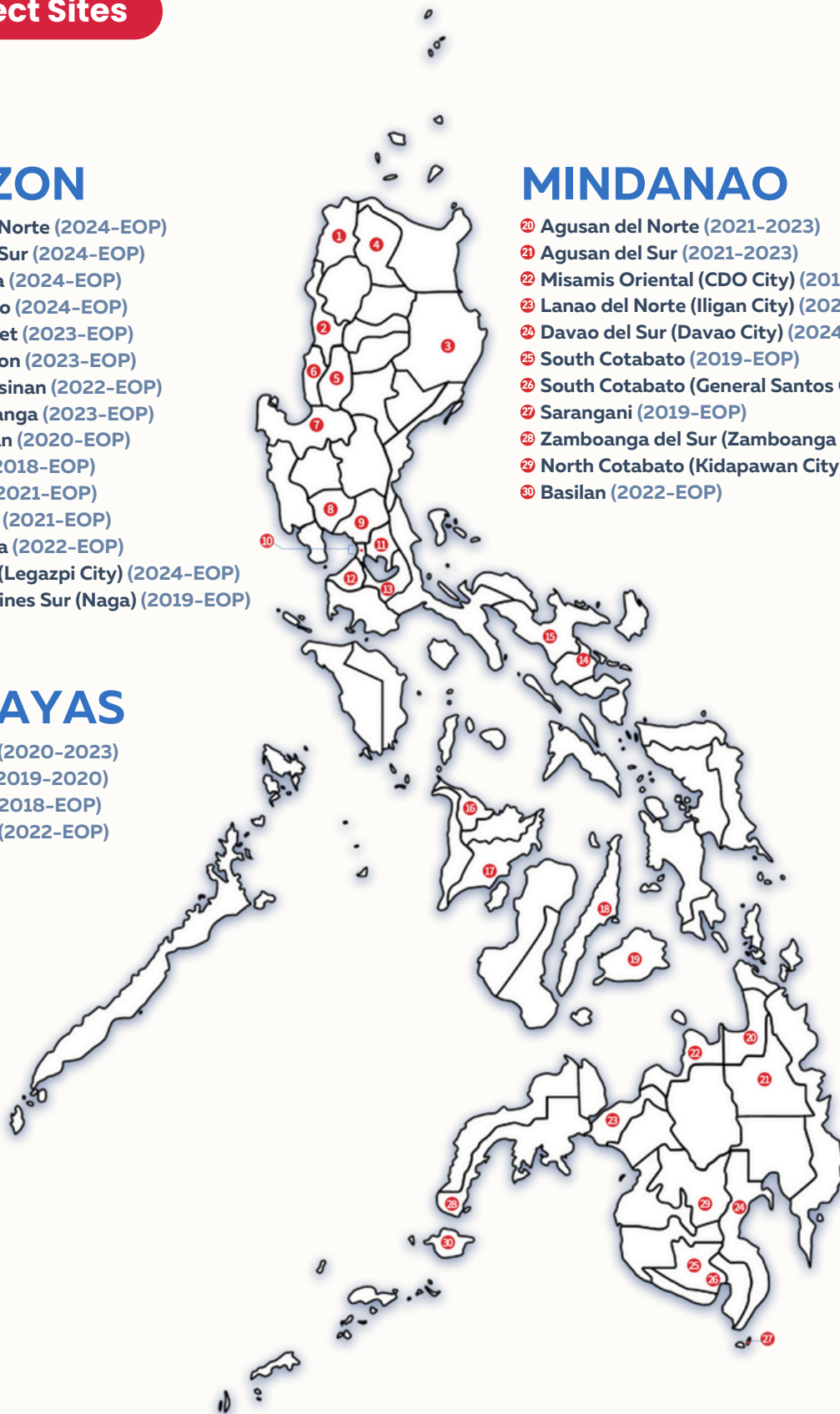
- 1 Ilocos Norte (2024-EOP)
- 2 Ilocos Sur (2024-EOP)
- 3 Isabela (2024-EOP)
- 4 Apayao (2024-EOP)
- 5 Benguet (2023-EOP)
- 6 La Union (2023-EOP)
- 7 Pangasinan (2022-EOP)
- 8 Pampanga (2023-EOP)
- 9 Bulacan (2020-EOP)
- 10 NCR (2018-EOP)
- 11 Rizal (2021-EOP)
- 12 Cavite (2021-EOP)
- 13 Laguna (2022-EOP)
- 14 Albay (Legazpi City) (2024-EOP)
- 15 Camarines Sur (Naga) (2019-EOP)

VISAYAS

- 16 Aklan (2020-2023)
- 17 Iloilo (2019-2020)
- 18 Cebu (2018-EOP)
- 19 Bohol (2022-EOP)

MINDANAO

- 20 Agusan del Norte (2021-2023)
- 21 Agusan del Sur (2021-2023)
- 22 Misamis Oriental (CDO City) (2018-EOP)
- 23 Lanao del Norte (Iligan City) (2022-EOP)
- 24 Davao del Sur (Davao City) (2024-EOP)
- 25 South Cotabato (2019-EOP)
- 26 South Cotabato (General Santos City) (2019-EOP)
- 27 Sarangani (2019-EOP)
- 28 Zamboanga del Sur (Zamboanga City) (2019-EOP)
- 29 North Cotabato (Kidapawan City) (2024-EOP)
- 30 Basilan (2022-EOP)



*End of Project (EOP)

MILESTONES

work-based
training
opportunities
provided
16,000

worth of
support from
partners
₱725M

program
completers
successfully
hired
82.5%

mentors engaged
in the Flexible
Training for Work
(FTW) program
200

impressions
across all media
platforms
22M

A crucial voice in
the development
of the **EBET
Framework Act
(RA 12063)**

Purpose of the Guidebook

This guidebook is designed for diverse audiences interested in implementing, continuing, and replicating the Flexible Training for Work Program developed by the YouthWorks PH Project. *These are:*

1. **Training Institutions:** Schools, training centers, and other institutions tasked with program implementation and replication
2. **Partner Institutions:** Private sector employers, industry groups, government agencies, and other organizations supporting training, mentorship, and employment opportunities
3. **Other Stakeholders:** Policymakers, funding agencies, and local government units (LGUs) interested in advancing workforce development and youth empowerment

Objectives of the Guidebook

This guidebook aims to serve as a practical and comprehensive resource for implementing and sustaining the FTW Program. Its key objectives are to:

1. **Provide clear implementation guidelines.** Equip users with step-by-step processes for planning, executing, and managing the FTW Program effectively.
2. **Ensure consistency across programs.** Standardize the application of FTW principles to maintain the quality and relevance of training across different contexts.
3. **Promote scalability across programs:** Offer strategies and tools to replicate the program in new areas or institutions, ensuring its wider reach and long-term sustainability.
4. **Strengthen stakeholder engagement:** Clarify roles and responsibilities to foster collaboration among stakeholders.
5. **Support continuous improvement:** Encourage the users of monitoring, evaluation, and feedback mechanisms to refine program delivery and outcomes.

Objectives per Target Audience

This guidebook outlines key strategies, processes, and best practices to ensure the success and sustainability of skills development initiatives for youth NEET. Through this guidebook, we hope to be able to provide support specific to the roles and responsibilities of our audiences from the training institutions, private sector, local and national government components, and others who want to implement the FTW program in their respective capacities.



For Training Institutions

to be able to integrate the FTW Model in enterprise-based training approaches through:

1. Streamlined Implementation:

- Use this guidebook as a tool to seamlessly integrate and replicate the FTW Program to implement enterprise-based training.

2. Sustainability Planning:

- Trainers can establish mechanisms to ensure long-term impact, including resource generation, stakeholder engagement, and periodic evaluation of program outcomes.

3. Data-Driven Decision-Making:

- Trainers are encouraged to conduct systematic collection, analysis, and use of data to inform improvements, track participant progress, and assess overall program effectiveness.

For Partner Institutions

to co-create training and employment opportunities for youth NEET through:

1. Expanded Collaboration:

- Foster proactive partnerships with other youth champions from industries, government agencies, and academic institutions to create meaningful training-to-employment pathways.

2. Alignment with Industry Standards:

- Provide insights into aligning training modules and curricula with current industry demands to maximize employability and career readiness of trainees.

3. Leveraged Resources:

- Encourage the use of shared resources, such as facilities, expertise, and networks, to amplify the program's reach and impact.

For All Stakeholders

to support the FTW Program as a scalable solution to youth unemployment by:

1. Championing the FTW Program:

- Advocate for replication and scaling of the FTW Program for inclusive and impactful workforce development through enterprise-based training.

2. Collaborating for Impact:

- Engage in cross-sectoral partnerships to address systemic challenges in youth employment and ensure alignment with national and local development goals.

3. Committing to Innovation:

- Regularly adapt the FTW Program to meet emerging trends and technological advancements in the labor market.

4. Ensuring Accountability:

- Commit to transparency, accountability, and continuous improvement to maintain the credibility and integrity of the FTW Program.





FLEXIBLE TRAINING FOR WORK

FLEXIBLE TRAINING FOR WORK PROGRAM



The ***Flexible Training for Work (FTW) Program*** is an adaptable and responsive employability enhancement initiative designed to address the specific needs of youth NEET. It provides tailored training and employment interventions that align with current labor market demands and the evolving economic landscape.

Recognizing the diverse barriers faced by these youth—ranging from limited access to education, geographic constraints, and lack of employment opportunities—the FTW model offers a flexible curriculum that integrates skills development, practical work experiences, and industry-specific competencies. It incorporates both technical and soft or core skills training, ensuring that youth are equipped with the tools necessary for long-term success in the workforce.

Through partnerships with industry stakeholders, the program connects participants directly with employment opportunities, addressing workforce gaps while helping companies meet their talent requirements. The FTW program is utilized through a mix of in-person, online, and blended learning approaches to suit the varying circumstances of trainees, making it accessible even in remote or underserved areas.

By emphasizing real-world application and aligning with industry trends, the FTW Program empowers youth NEET to transition smoothly into meaningful employment, fostering sustainable livelihoods and contributing to the nation's economic growth.

CORE PRINCIPLES

The FTW Program operates from a foundation of four core principles, ensuring its relevance, inclusivity, and effectiveness in addressing the needs of out-of-school youth NEET and industry stakeholders.

Youth-Centered Design

The FTW Program is built around the unique needs, experiences, and aspirations of its primary beneficiaries - the youth.

- **Focus on Empowerment:** The program emphasizes skill development, personal growth, and confidence-building to empower participants in their career journeys.
- **Adaptation to Context:** Training methods are tailored to socio-economic realities of youth, ensuring the program addresses challenges such as lack of prior education, financial constraints, and limited mobility.
- **Support Systems:** Mentorship, guidance, and socio-emotional support are integral, fostering an environment conducive to learning and growth.

Flexibility and Accessibility

Recognizing the diverse circumstances of its target audience, the FTW Program incorporates flexibility and accessibility in its design and delivery.

- **Customized Training Paths:** The program allows for varying learning schedules and approaches, including blended learning, modular delivery, and on-the-job training, to accommodate individual needs.
- **Inclusive Participation:** Barriers such as location, prior education levels, and financial limitations are mitigated through partnerships with local institutions, scholarship provisions, and community-based recruitment efforts.
- **Access Resources:** Tools, materials, and learning platforms are made user-friendly and readily available to participants.

Industry-Relevant Training

The model prioritizes the alignment of training curricula with the demands of employers and the labor market to ensure participants are workforce-ready.

- **Competency-Based Training:** Programs are designed to build practical, job-specific skills aligned with industry standards.
- **Collaboration with Employers:** Industry partners are directly involved in curriculum design, providing trainees with the knowledge and skills required for immediate employment.
- **Certification and Validation:** Participants receive certifications that are recognized by employers, enhancing their employability and credibility in the job market.

Partnership- Driven Approach

The FTW Program thrives on strong collaboration between public and private sectors to ensure its sustainability and impact.

- **Private Sector Engagement:** Employers, industry groups, and training providers play key roles in delivering training, mentorship, and job opportunities.
- **Government and LGU Support:** Coordination with government agencies and local governments ensures alignment with national and local workforce development goals and policies.
- **Community Involvement:** Local communities and organizations contribute to program implementation by assigning in recruitment, outreach, and trainee support.

KEY COMPONENTS

The **FTW Program** operates through **four (4) key components** that ensure its effectiveness, alignment with industry needs, and sustainability. These components form the backbone of the project, from identifying the right candidates to ensuring employment opportunities for its graduates.

Recruitment and Selection of Trainees

Youth NEET participants are selected to ensure inclusivity and accessibility are observed to benefit our key beneficiaries.

- **Target Outreach:** Recruitment strategies focus on communities with high youth NEET populations through barangay caravans, community partnerships, and online campaigns to maximize reach.
- **Eligibility Criteria:** Applicants are vetted on their alignment with program objectives, prioritizing those who lack access to education and employment opportunities. For the YouthWorks PH project, the training candidates needed to meet the following criteria:
 - At least 18-30 years old at the time of training;
 - At least Grade 10 or 12 SHS graduate (4th year high school for old curriculum);
 - Has 1 government valid ID;
 - Fit to work; and
 - Priority is given to displaced individuals, PWD, and other persons with special needs and cases
- **Transparent Selection:** A fair and thorough vetting process ensures the selection of committed and eligible candidates. This includes verifying documentation, assessing readiness, and understanding the participants' circumstances before they join the program.

Training Program Design and Implementation

The FTW Program delivers competency-based, flexible training tailored to the needs of both participants and employers.

A. Customized Curriculum: Training programs are co-designed with company and training partners to reflect market demands and job-specific competencies.

B. Training Components: The FTW Program consists of three key training components: Training on Core and Employability Skills, Technical-Vocational Learning, and In-Company Training (On-the-Job Training or OJT). These components are designed to provide a holistic learning experience, ensuring that youth gain a combination of foundational knowledge, practical skills, and industry exposure.

- Core and Employability Skills Training:
 - This component focuses on developing essential skills that are applicable across various industries and professions. It includes both core skills such as communication, interpersonal skills, critical thinking, problem-solving, and teamwork and employability skills such as professionalism, time management, work ethic, and adaptability, as well as resume and application letter writing, with mock job interviews.
- Technical-Vocational Learning:
 - The Technical-Vocational Learning component offers specialized training in industry-specific technical skills that are aligned with current labor market demands. This component targets skill gaps identified by industry partners and tailors training to meet those needs, ensuring that participants gain relevant competencies for various sectors such as manufacturing, information technology, ICT, health services, hospitality, or construction. Technical-vocational courses are typically hands-on, immersive, and are aligned with the standards set by national certifying bodies or industry qualifications, allowing trainees to gain practical expertise in their chosen field.
- In-Company Training
 - The In-Company Training or On-the-Job Training (OJT) component bridges the gap between classroom learning and real-world work experience. Through partnerships with industry partners, trainees are placed in actual work settings where they apply their acquired skills in day-to-day operations. This component often serves as a stepping stone to permanent employment, as many trainees are absorbed by the companies they intern with, depending on their performance and company needs.

C. Blended Learning Approach: A combination of classroom instruction, online modules, and practical, on-the-job training ensures holistic skill development.

D. Competency or Industry Assessment: Regular assessment and feedback mechanisms evaluate trainee's progress and readiness for employment.

Mentorship and Support

Mentorship and support systems are integral to the success of the trainees, ensuring they remain motivated and guided throughout the program.

A. Industry Mentors: Trainees are assigned mentors from partner institutions and industries who provide career guidance, technical expertise, and professional insights.

B. Psychosocial Support: Socio-emotional support is offered through counseling, peer support groups, and life-skills training, addressing challenges that may hinder completion of the training journey.

C. Accessibility Resources: Program coordinators ensure trainees have access to necessary resources, including stipends, learning materials, and logistical support.

D. Allowance: The project and/or training institution may allot allowance for the trainees. This allowance may cover the transportation costs of the trainees while undergoing training and may be incorporated in the partnership agreement before execution.

E. Pre-employment Support: After OJT, trainees may receive help with processing job requirements and documentation in order to land a job - if applicable.



Transition to Employment

The ultimate goal of the FTW Program is to secure sustainable employment for trainees, bridging the gap between training and workforce integration.

A. On-the-Job Training: Trainees gain real-world experience during internships or apprenticeships, enhancing their employability.

B. Job Placement Assistance: The program connects graduates to employment opportunities with partner institutions or through industry networks.

C. Post-Placement Support: Continued guidance, mentorship, and career counseling help trainees navigate their initial employment phase and build long-term career trajectories.

These components collectively ensure that the FTW Program not only empowers youth with industry-relevant skills but also provides the necessary support to transition into productive, sustainable employment.







PRE-IMPLEMENTATION PHASE

PRE-IMPLEMENTATION PHASE

The Pre-Implementation phase of the FTW Program focuses on creating a solid foundation through stakeholder engagement and strategic partnerships. This phase ensures alignment among all involved parties, establishes clear roles, and formalizes communities to achieve program objectives.

Stakeholder Engagement and Partnership Building



1. Identify Key Stakeholders

The first step is to identify and engage with the right stakeholders, as this is critical to the success of the FTW Program. Primary stakeholders are the following:

- **Training Institutions:** Schools, training centers, and other organizations responsible for the program implementation and trainee management
- **Partner Companies:** Private companies, industry groups, and training providers that contribute to the curriculum development, on-the-job training, and job placement
- **Government:** Agencies and local government units providing policy support, regulatory guidance, and additional resources to complement the program
- **Community Organizations:** Groups assisting in recruitment, outreach, and socio-emotional support for trainees
- **Youth Participants:** The key beneficiaries in the program are mainly youth NEET

2. Roles and Responsibilities

A clear delineation of roles ensures accountability and collaboration among stakeholders.

- **Training Institution**
 - Oversee recruitment, selection, and onboarding of trainees.
 - Deliver training using the program's blended learning framework.
 - Monitor and report trainee progress and outcomes.
- **Partner Company**
 - Co-develop industry-relevant curriculum aligned with labor market needs.
 - Provide mentorship and practical training through internships or apprenticeships.
 - Offer job placement opportunities to qualified trainees.
- **Government Agency and/or LGU**
 - Ensure the program's alignment with workforce development policies.
 - Offer logistical and regulatory support, including certifications and endorsements.

These roles and responsibilities may vary per the memorandum of agreement between different parties involved in the project implementation. Whoever serves as the main program facilitator in the arrangement must take the lead in the implementation of the FTW model.

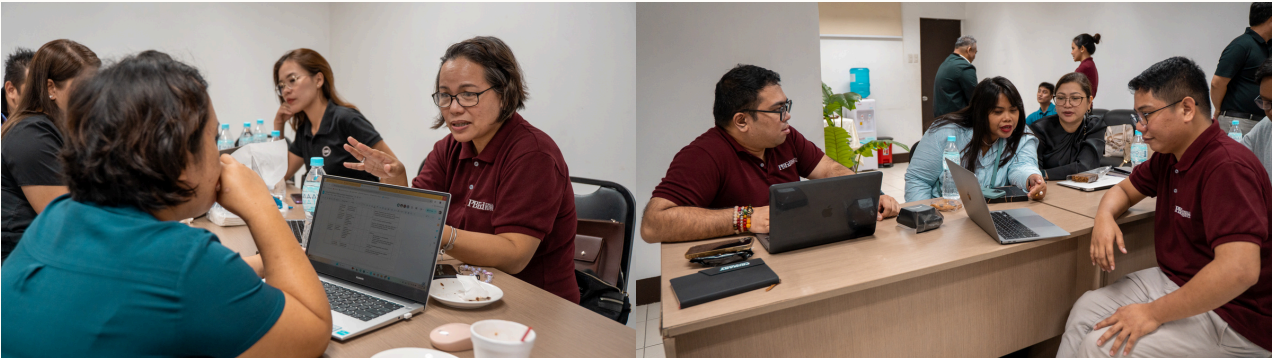
3. Memorandum of Agreement Development

The Memorandum of Agreement (MOA) formalizes the commitments of all stakeholders, outlining expectations, roles, and deliverables. The content of the agreement includes the following:

- **Purpose:** Defines the scope and objectives of the partnership, emphasizing collaboration for youth training and employment
- **Key Provisions:**
 - **Roles and Responsibilities:** Detailed description of stakeholder contributions, including training delivery, mentorship, and job placement
 - **Timelines:** Specific milestone and implementation schedules for program activities
 - **Data Sharing and Confidentiality:** Guidelines on handling trainee information and program data
 - **Monitoring and Evaluation:** Agreement on assessment methods, reporting requirements, and success metrics
 - **Termination and Renewal:** Conditions under which the MOA may be concluded or extended
- **Signatory Parties:** Representatives from the training institution, the company partner, and the government partner ensures mutual understanding and accountability

The FTW model establishes a collaborative framework that drives the program's sustainability, scalability, and impact on youth development by prioritizing stakeholder engagement and formalizing partnerships during the pre-implementation phase.

Program Planning and Preparation



The Program Planning and Preparation phase of the FTW Program ensures that all necessary resources, infrastructure, and systems are in place for smooth implementation. This phase emphasizes careful coordination among stakeholders to meet the program’s objectives and maintain accountability.

Resource Allocation and Budget Planning

Effective resource and budget management is essential to the success of the FTW Program.

- **Budget Alignment:** Financial plans are aligned with program goals, ensuring resources are allocated to priority areas such as training delivery, mentorship, materials, and support systems.
- **Stakeholder Contributions:** Contributions from private sector partners and government agencies are clearly defined and integrated into the overall budget.
- **Cost Efficiency:** Strategies are implemented to optimize costs without compromising the quality of training, including the use of shared resources and infrastructure.
- **Contingency Planning:** Budget provisions for unforeseen circumstances are included to ensure program continuity.

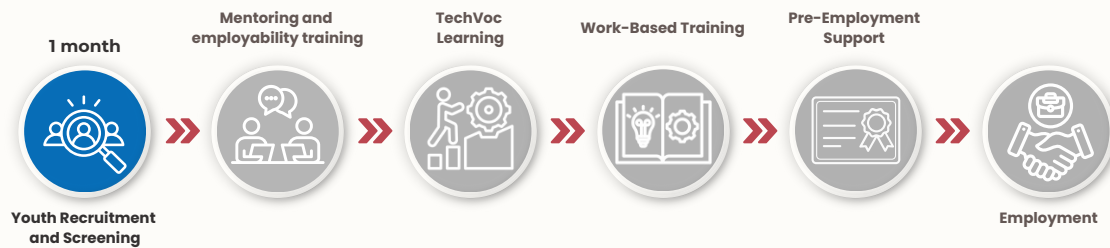
Identification of Training Venues and Tools

Accessible and well-equipped training venues are integral to creating an effective learning environment.

- **Venue Selection:** Training sites are identified based on proximity to participants, accessibility, and compliance with safety and regulatory standards.
- **Industry-Relevant Tools:** Training equipment and materials are aligned with industry standards to ensure hands-on learning and practical skill development.
- **Blended Learning Infrastructure:** For programs using a blended approach, digital tools, e-learning platforms, and internet connectivity are secured to enhance learning flexibility.
- **Workplace-Based Training:** Coordination with employer partners ensures that trainees have access to actual work environments for OJT.

Youth Recruitment and Selection

Recruitment and selection processes are vital to the success of the Flexible Training for Work Program, ensuring that the program reaches its primary beneficiaries—the youth NEET. This phase involves identifying and engaging participants through targeted outreach and a thorough vetting process that considers their eligibility to be part of their desired workplace.



Targeting Youth NEET

The program prioritizes marginalized youth who face barriers to education and employment.

- **Target Demographic:** The primary beneficiaries are youth NEET who lack access to formal education or stable employment. (Please refer to the eligibility criteria stated in the Recruitment and Selection of Trainees).
- **Inclusivity and Equity:** Efforts are made to ensure equal opportunities for vulnerable groups, including those from low-income families, rural areas, or indigenous communities.
- **Youth Potential:** Beyond demographic criteria, the program seeks participants with the potential and motivation to complete training and transition into meaningful employment.

Recruitment and Outreach Strategies



Community Engagement and Caravans

Collaborations with barangays, local government units, and community organizations help identify and reach youth NEET within their local contexts.



Digital Campaigns

Social media platforms and online advertisements amplify awareness, particularly among tech-savvy youth in urban and semi-urban areas.



Grassroots Mobilization

Recruitment caravans and information sessions are conducted in high-need areas to directly engage youth and their families.



Partnerships with Schools and Organizations

Coordination with educational institutions and NGOs ensures referrals of potential participants who may have dropped out of formal education.

Youth Application and Vetting Process

A structured application and vetting process ensures the selection of participants who meet the program's criteria and have the capacity to benefit from the training.

- **Application Submission:** Prospective participants complete an online or manual application form, providing necessary personal, educational, and employment details.
- **Documentation Requirements:** Applicants must submit supporting documents, including government-issued IDs, proof of residence, and any additional requirements specified by the program.
- **Initial Screening:** The program facilitator conducts an initial review to ensure completeness of applications and alignment with eligibility criteria.
- **Vetting and Interviews:**
 - Shortlisted applicants undergo interviews to assess their readiness, commitment, and suitability for the training program.
 - Background checks ensure the accuracy of submitted information.
- **Final Selection:** Successful applicants are notified and onboarded into the program, with guidance on the next steps, including training schedules and requirements.

Signing of Training Agreement and Training Attestation

Successfully vetted youth applicants will then be considered as official trainee once admitted in the program. To continue the training journey, all vetted and admitted trainees are encouraged to sign a training agreement and a training attestation form indicating their commitment to the terms and conditions of the training program. These documents can be prepared by the program facilitator.







IMPLEMENTATION PHASE

IMPLEMENTATION PHASE

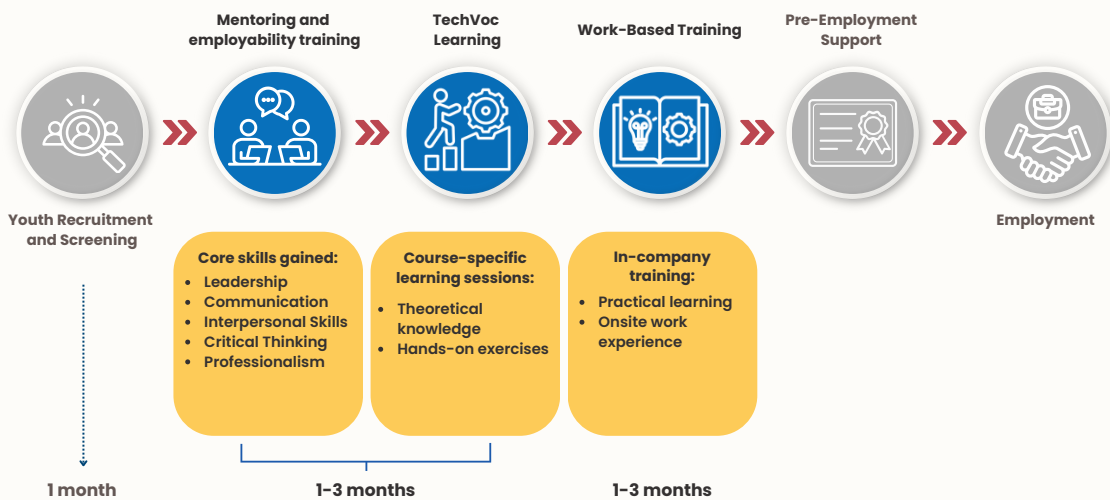
Training Delivery



The Training Delivery component of the Flexible Training for Work Program is designed to equip youth NEET with the skills, knowledge, and credentials necessary for employment. This phase focuses on delivering industry-relevant training through flexible and accessible methodologies tailored to the needs of the youth and labor market demands.

Admission Process

Once the screening process has been completed, the program facilitator may notify the applicants via email or text message and invite them to an onboarding session, which can be scheduled on the first day of training. The program facilitator is encouraged to provide the trainees with a supplementary training kit, which may contain a pen, notebook, or even learning devices to support the trainees throughout the course of their FTW journey.



Placement and Training

- **Customized Schedules:**

- The FTW program facilitator is encouraged to design an adaptable schedule for trainees, with options for part-time or full-time participation based on trainees' availability and logistical considerations.
- Sessions can be carefully spaced to balance theoretical learning, hands-on practice, and rest periods, optimizing knowledge retention.

- **Module Design:**

- **Core Skills and Employability Training:** During this phase, trainees undergo a series of modules and activities that can enhance their 21st-century skills that are needed and in demand to the certain industry under their training course.
- **TechVoc Learning:** Based on their chosen sector, trainees learn and understand the technical skills needed to land a job or build own business after the training period. The number of days of the chosen technical training differs to the chosen course.
- **Work-Based Training:** Trainees will then undergo on-the-job training where they can apply their learned skills and learn more from the industry they are in.

- **Program Duration:** Training durations vary depending on the industry but typically range from a few weeks to several months, with clear milestones for each stage.

During the training period, trainees can be regularly monitored through check-in sessions, mentoring chats, and class observations.

Learning Approaches

The FTW Program leverages innovative and inclusive learning methodologies to maximize accessibility and effectiveness.

- **Blended Learning:** Combines face-to-face training with digital modules, allowing trainees to learn at their own pace and overcome geographical barriers
- **Contextualized Learning:** Training content is tailored to reflect local industry needs and cultural contexts, ensuring relevance and relatability for trainees
- **Supportive Environment:** Flexibility in attendance policies and course pacing accommodates trainees' personal circumstances, such as caregiving responsibilities or transportation challenges

Practical Skills Development and Certification

The program emphasizes experiential learning and credentials that enhance employability and career prospects.

- **Hands-On Practice:**
 - Trainees engage in simulations, workshops, and supervised work to develop practical skills aligned with industry standards.
 - Activities include collaborative projects and real-life problem-solving exercises to build confidence and competence.
- **Industry-Endorsed Certification:**
 - Trainees who complete the program and meet the requirements receive certificates recognized by partner employers and industry bodies.
 - Certifications validate trainees' technical proficiency and readiness for employment, increasing their competitiveness in the job market.
- **Pathway to Employment:** Training integrates skills assessment and career guidance to help trainees transition seamlessly into jobs or further education.

Mentorship and Support



The **Mentorship and Support** component of the **Flexible Training for Work Program** plays a critical role in guiding trainees through their learning journey and ensuring their personal and professional growth. By assigning dedicated mentors, providing tailored guidance, and addressing challenges, this component fosters an environment where trainees can thrive and achieve their full potential.

Mentors and their Roles

Mentors are carefully selected to provide expertise, encouragement, and a sense of direction for trainees.

- **Selection Process:**

- Mentors can be drawn from experienced professionals in partner institutions, employers, or training organizations with relevant industry knowledge and strong interpersonal skills. A rigorous vetting process ensures mentors are equipped to address both technical and personal development needs.

- **Roles and Responsibilities:**

- **Guidance Providers:** Mentors offer insights into industry practices, workplace dynamics, and career pathways.
- **Skill Builders:** They support trainees in mastering technical competencies and applying these skills in real-world settings.
- **Sources of Encouragement:** Mentors foster motivation, build confidence, and inspire trainees to overcome barriers.
- **Feedback Channels:** Regular performance reviews and constructive feedback are provided to help trainees improve continuously.



Providing Socio-Emotional and Career Guidance

Holistic support is integral to the FTW Program’s mentorship approach, addressing both professional and personal growth.

- **Socio-Emotional Support:**

- Mentors serve as a listening ear, helping trainees navigate challenges such as self-doubt, stress, and adjustment to workplace environments.
- Sessions on mental health awareness and coping strategies are integrated to promote resilience and emotional well-being.

- **Career Development:**

- Career guidance includes assistance with job applications, resume building, and interview preparation.
- Mentors provide advice on workplace etiquette, time management, and setting achievable career goals.

- **Tailored Approach:** Guidance is personalized based on each trainee’s background, aspirations, and unique challenges.

Addressing Trainee Challenges and Needs

Mentorship extends to identifying and resolving issues that may hinder trainees' participation and success.

- **Early Identification:**
 - Regular check-ins and feedback mechanisms allow mentors to identify concerns such as financial difficulties, transportation barriers, or learning challenges.
- **Problem-Solving:**
 - Coordinated efforts among mentors, program staff, and partners provide timely solutions, such as financial assistance, access to learning materials, or adjustments to training schedules.
 - Referrals to social services or additional resources are made when necessary.
- **Safe Spaces:**
 - Trainees are encouraged to voice their concerns without fear of judgment, creating a supportive and empowering environment.

Termination During Core Skills and Technical Skills Training

A trainee who completes the Core Skills and Technical Training of the FTW Program will be designated as a **Mid-Program Completer**.

It is also important to acknowledge that, even with the best intentions, some youth participants may be unable to complete their training journey. The program facilitator is advised to prepare for the following circumstances:

- **Trainee Dropout:** A trainee who chooses not to continue must submit a written statement explaining the reasons for their withdrawal from the program.
- **AWOL (Absent Without Official Leave):** A trainee who stops participating without providing official documentation or communication with their mentor.

Termination for Cause: A trainee may be terminated for the following reasons:

- Two (2) consecutive unapproved absences from sessions or classes.
- Four (4) total absences (both excused and unexcused) from consecutive classes.
- Failure to complete Employability Skills modules.
- Not maintaining a required average grade in each module.
- Incomplete Technical Training.
- Grave misconduct or misdemeanor (including behavior issues, rudeness, plagiarism, misrepresentation during the program, and other related cases).

Work-Based Training

After trainees undergo theoretical classroom trainings, they will then proceed to the next phase. Work-based training is a critical phase designed to immerse trainees in a real-world workplace environment where they can apply their acquired knowledge and skills. This phase aims to bridge the gap between training and employment, ensuring that trainees are prepared to meet the demands of the job market.



Definition of Work-Based Training

Work-Based Training (WBT) is a structured and supervised on-the-job training program where trainees gain experience by performing tasks and responsibilities within partner companies. The goal of WBT is to expose trainees to the industry by aligning their capabilities with employer expectations. Under the FTW framework, WBT is more than just an internship or apprenticeship; it is a partnership-driven approach that integrates mentorship, performance evaluation, and career development.

Core Objectives of WBT

- **Practical Application of Skills:**
 - Trainees gain hands-on experience by applying the skills and knowledge learned during the program in real workplace settings. This allows them to refine their technical expertise and adapt to job-specific tasks.
- **Immersion in Industry Standards:**
 - By working in actual professional environments, trainees are exposed to the tools, technologies, and practices utilized in their target industries, helping them align with employer expectations.
- **Mentorship and Supervision:**
 - Each trainee should be constantly supervised by their mentors, trainers, and the host company that provides guidance, support, and regular performance feedback. This ensures the trainee's development remains aligned with both the company's objectives and the trainee's career goals.
- **Certification and recognition:**
 - At the end of the WBT phase, trainees should receive certificates or credentials from the program implementer and their host companies, validating their participation and skills proficiency. These certifications enhance their employability and marketability.

Criteria for Transitioning to WBT

Trainees must meet specific criteria before they transition to WBT. The program facilitator is encouraged to observe the following conditions to ensure that the participants are adequately prepared to be immersed in a professional setting.

- **Completed Documentation**
 - There must be a written document indicating that the trainee has completed all required training modules, both technical and soft skills, as defined in their program. All necessary documentation, including identification, updated resumes, and other administrative requirements, must also be submitted.
- **Demonstrated Skills Proficiency**
 - Trainees must exhibit competency in key technical skills to their field of training, as assessed through practical evaluations or assessments.
 - Proficiency in workplace communication, collaboration, and problem-solving skills is also required.
- **Clearance from Program Facilitators and Mentors**
 - The program facilitator and mentors must provide formal approval, confirming that the trainee is ready to transition based on their performance and behavioral assessments.
- **Agreement to Placement Terms:**
 - Trainees must agree to the terms and conditions of the WBT, including schedules, performance expectations, and company policies.

Benefits for a Trainee Undergoing In-Company Training

The trainer, the host company, or the government partner are encouraged to provide these benefits to ease the trainees' expenses during their OJT. Conditions can be stipulated via a mutual agreement between the parties.



Training allowance: A stipend of **at least 75% of the minimum wage**, if applicable.



Additional Allowances: Other allowances, such as transportation or accommodation, food, uniform, and insurance, provided by partners, if applicable.

Termination During In-Company Training



Dropout: A trainee who has transitioned to OJT must submit a written explanation explaining their reason for leaving the program.



Terminated due to cause: A trainee who violates program rules or the policies of the in-company partner (e.g., excessive absences or tardiness, sexual harassment and etc.).

Monitoring Progress



The Monitoring Progress component of the Flexible Training for Work Program ensures accountability, effectiveness, and continuous improvement in program implementation. By tracking attendance and performance, as well as implementing feedback mechanisms, the program evaluates its impact on trainees and identifies areas for enhancement to achieve desired outcomes.

Tracking Trainee Attendance and Performance

- Effective tracking systems should be in place to monitor the engagement and achievements of trainees throughout the program.
- Attendance Monitoring:
 - Attendance is recorded systematically to ensure that trainees meet the participation requirements for each module.
 - Absenteeism trends are analyzed, and follow-ups are conducted to understand and address underlying issues.
- Trainees with consistent attendance are recognized to promote accountability and motivation.

Performance Assessment

- The program facilitator is also encouraged to create a metrics system to rate and assess the trainees' performance and determine if they are eligible to proceed to employment.
- Regular evaluations must assess trainees' understanding of theoretical knowledge, practical skills, and workplace readiness.
- Assessments may include quizzes, practical exercises, and performance appraisals during on-the-job training.
- Trainees must receive progress reports highlighting strengths, areas for improvement, and recommendations for continued growth.

Data-Driven Insights

- Attendance and performance data are compiled and analyzed to measure overall program success and trainee outcomes.
- Insights are shared with stakeholders to inform decision-making and resource allocation.
- Feedback mechanisms are integral to maintaining the relevance and quality of the training program.

Trainee Feedback

- Trainees are encouraged to share their experiences and suggestions through regular surveys, focus group discussions, or one-on-one consultations.
- Feedback on training modules, mentorship, and program logistics helps identify strengths and improvement areas.

Mentor and Trainer Feedback

- Mentors and trainers provide insights into trainee progress, engagement levels, and any challenges encountered during the program.
- Their observations inform adjustments to training delivery and mentorship approaches.

Stakeholder Input

- Employers and partner institutions contribute feedback on the program's alignment with industry needs and trainee preparedness for employment.
- Stakeholders from the local government such as representatives from the Public Employment Service Office and the Sangguniang Kabataan help monitor outcomes.
- Partnerships are strengthened through open communication and collaborative problem-solving.

Actionable Outcomes

- Feedback is systematically reviewed and incorporated into program revisions.
- Best practices are documented, and lessons learned are shared with implementation teams to refine future training cycles.

Through robust Monitoring Progress measures, the FTW Program ensures that trainees are actively engaged, achieving their goals, and supported in their journey toward employment. This component fosters a culture of continuous improvement, aligning program delivery with the evolving needs of trainees and the labor market.







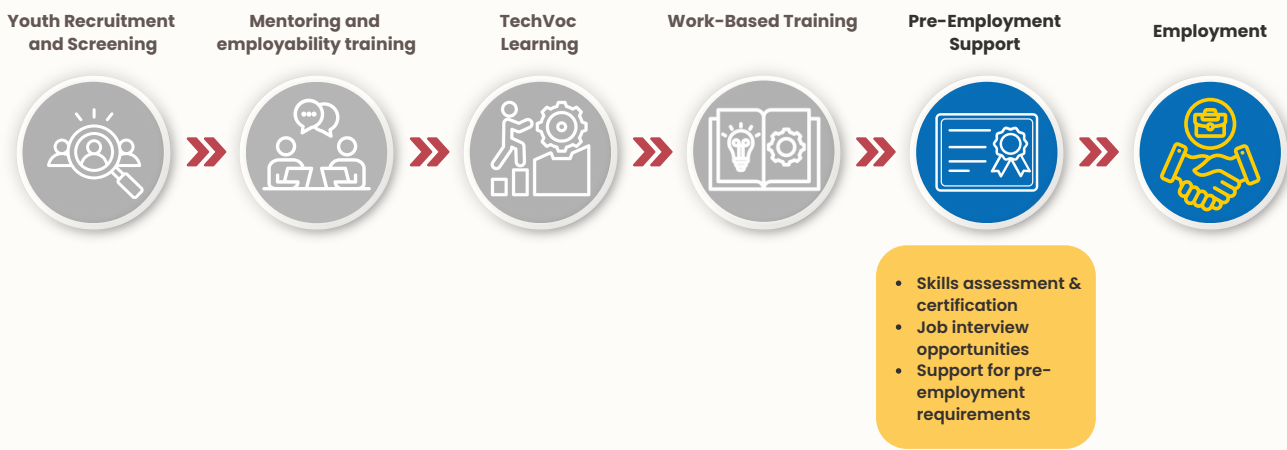
POST- TRAINING PHASE

POST-TRAINING PHASE

Transition to Employment



The Transition to Employment phase of the Flexible Training for Work Model ensures that trainees are confident in the workplace. This phase focuses on employer engagement and job matching, as well as other forms of pre-employment support for the program completers until they secure their jobs.



Employer Engagement and Job Matching



The success of the FTW Program relies on the active collaboration with employers to ensure effective placements and career transitions. The program facilitator may implement a systematic approach to engage employers and match trainees with suitable opportunities:

- **Strategic Employer Partnerships:**

- Maintain strong relationships with partner companies to identify labor market needs and co-design training programs aligned with these requirements.
- Employers are encouraged to participate in program activities, such as recruitment drives, jobs fairs, and feedback sessions.

- **Job Matching Processes:**

- Each trainee must be matched with a job placement that aligns with their skills, interests, and career goals.
- Employers receive comprehensive trainee profiles, enabling them to make informed decisions about placements and potential hires.

- **Recruitment and Placement Support:**

- Trainees can be supported in crafting professional resumes, enhancing interview skills, and navigating recruitment processes.

- **Feedback and Continuous Improvement:**

- Employees should provide regular feedback on trainee performance, allowing for all program adjustments and identifying areas of improvement.

Evaluation of Outcomes

Evaluation is a critical component of the FTW Program, as it ensures that the program's interventions are effective, impactful, and aligned with its goal of empowering youth NEET to achieve sustainable career growth.

Pre- and Post-Training Assessments

Pre- and post-training assessments are foundational tools for measuring changes in knowledge, skills, attitude, and overall employability of trainees. These assessments capture the program's impact on the individual level and provide data-driven insights for evaluating its effectiveness.

1. Pre-Training Assessments:

- a. Conduct at the start of the training program to evaluate baseline knowledge, skills, and attitude (KSAs) of trainees
- b. Assessment include:
 - i. Technical and practical skills evaluations
 - ii. Workplace readiness survey, focusing on communication, teamwork, and problem-solving
 - iii. Self-assessments to gauge confidence and career expectations
- c. Results are used to tailor training content and address identified gaps

2. Post-Training Assessments:

- a. Administered after the completion of training to measure improvements in KSAs. These assessments evaluate:
 - i. Trainee proficiency in technical and practical skills as per industry standards
 - ii. Growth in workplace competencies, such as professionalism and adaptability
 - iii. Changes in career readiness, confidence, and motivation
- b. Results demonstrate the program's success in equipping trainees for real-world employment and highlight areas for enhancement

3. Comparative Analysis:

- a. Pre-and post-training results are analyzed to quantify improvements, providing measurable evidence of program effectiveness
- b. Data is disaggregated by demographic and contextual factors to identify trends and address disparities

Collecting and Analyzing Data on Employment, Skills, and Career Growth

Data collection and analysis play a central role in evaluating the program's long-term outcomes and alignment with objectives. This process ensures that the impact of the YWPH interventions is measurable, scalable, and sustainable.

1. Employment Outcomes:

- a. Metrics: Placement rates, durations of employment, and job retention
- b. Methodology:
 - i. Surveys and interviews with trainees and employers
 - ii. Monitoring work-based training (WBT) transition and post-WBT employment
 - iii. Tracking promotions and professional growth within the first six months to one year of employment

2. Skills Development:

- a. Metrics: Proficiency in technical and workplace competencies as defined by industry standards
- b. Methodology:
 - i. Partner companies provide feedback performance during WBT
 - ii. Certification attainment rates and alignment with national standards (TESDA, industry boards)
 - iii. Employer satisfaction surveys focusing on the preparedness and adaptability of hired trainees

3. Continuous Feedback Mechanisms:

- a. Real-Time Monitoring: Use of digital platforms and tools for tracking trainee and employer engagement
- b. Stakeholder Input: Regular consultations with partners, trainers, and mentors to validate findings
- c. Adjustments: Insights from evaluations are integrated into program updates to enhance effectiveness and scalability

Graduation



To be officially considered as a graduate from the program, the following must be met:

1. **Completion of required training days:** Trainees must have completed the required number of training days and home tasks for core skills and employability skills.
2. **Completion of Training Modules:** Trainees must have completed the required modules to be taken and must submit a copy of the gained certificates.
3. **Letter from Partner Company:** A letter from the partner company listing the names of trainees who have completed their in-company training or OJT without any major violations while in the OJT or program.

Alumni Engagement



Alumni engagement extends the program’s impact by fostering a lifelong connection with graduates, ensuring they remain supported in their career journeys, and enabling them to become advocates for youth empowerment. This strategy enhances sustainability, builds a strong community of professionals, and amplifies the transformative outcomes of those that benefited from the training program.

Building a Network of Graduates

Creating a robust network of program alumni is essential for fostering collaboration, knowledge-sharing, and mutual support. The network serves as a platform to connect graduates with stakeholders and with each other.

1. Establishing and Alumni Database:

- a. Comprehensive records of all graduates, including their contact information, employment status, and professional achievements
- b. Regularly updated to track career progress and maintain active engagement

2. Alumni Association and Groups:

- a. Formation of regional or national alumni groups to facilitate communication and collaboration

3. Showcasing Alumni Success Stories:

- a. Highlighting inspiring stories of alumni who have achieved career milestones or made significant contributions in their fields
- b. Publishing these stories through program newsletters, social media, and advocacy campaigns to motivate current trainees and demonstrate program impact

4. Peer Mentorship Opportunities:

- a. Encouraging experienced alumni to mentor new trainees, offering guidance of career pathways, workplace challenges, and professional growth
- b. Structured mentorship programs to foster meaningful exchanges between alumni and trainees

Sustaining Long-Term Support Through Advocacy

Alumni engagement goes beyond professional networking. These program completers can be empowered to influence and encourage youth and stakeholders to become their own change makers in their communities and industries.

1. Alumni as Program Ambassadors:

- a. Involving alumni in promotional activities, such as recruitment drives, public presentations, and partner engagement meetings
- b. Leveraging alumni experiences to inspire and recruit new trainees, partners, and stakeholders

2. Continuous Career Support:

- a. Providing access to ongoing learning opportunities, including upskilling and reskilling programs
- b. Maintaining connections with alumni to assist them in navigating career transitions or exploring advanced employment opportunities

3. Collaboration with Industry Partners:

- a. Strengthen the alumni-industry relationship by connecting graduates with new job openings, internships, and apprenticeships
- b. Facilitating alumni contributions to industry-led initiatives, such as curriculum updates, training workshops, and workplace innovation



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1. Wash your hands thoroughly with soap and water.
2. Remove the wrapper and place the patty on a plate.
3. Dip the patty into the dipping sauce.
4. Enjoy!

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DATE OF PURCHASE: 10/10/2018
TIME OF PURCHASE: 10:10 AM
CASHIER: JANE DOE
TOTAL: 100.00
TAX: 10.00
TOTAL: 110.00

ALWAYS ASK FOR RECEIPT

QC PASSED

PLEASE DISPLAY PROPERLY

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JP 3M Southmall

Basang magpa-ang scan, pwede yan!

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Handwritten notes on a piece of paper, with a pen resting on it.



Hi! My name is
John-Lee
and I am
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pattie' shop
and juice bar
SINCE 1990

**SUSTAINABILITY AND
SCALABILITY**

SUSTAINABILITY AND SCALABILITY

Strategies for Replication



The FTW Program is designed to create lasting impact by ensuring its approaches and frameworks can be sustained and replicated across various contexts. Key strategies focus on extending the benefits of the FTW Program to reach more out-of-school youth while maintaining relevance in an ever-changing socio-economic environment.

Adapting the Program for Different Contexts

YWPH emphasizes flexibility to allow seamless adaptation and replication of the FTW model in diverse settings:

- **Regional Customization:** Tailoring program components to align with unique cultural, economic, and labor market conditions of each region
- **Context-Sensitive Curriculum:** Adjusting training context to reflect local industry needs and addressing specific challenges faced by youth NEET in varying contexts
- **Collaborative Stakeholder Engagement:** Partnering with local governments, community organizations, and employers to ensure relevance and inclusivity in program design
- **Utilizing Local Infrastructure:** Partnering with local institutions for training venues, materials, and equipment to reduce operational costs
- **Community-Led Recruitment:** Working with barangays, youth organizations, and other community-based groups to identify and reach potential participants
- **Strengthen Industry Linkages:** Expanding partnerships with employers for on-the-job training opportunities and long-term placements

Institutionalizing the FTW Program



Integrating FTW into Organizational Processes

Trainers and partner organizations are encouraged to integrate FTW into their regular operations to sustain its implementations:

- **Policy Integration:** Developing internal guidelines and policies that formalize the delivery of FTW training
- **Capacity Building:** Training organizational staff to effectively deliver and manage FTW components, ensuring consistency in quality
- **Resource Management:** Establishing a system for efficiently managing resources, documentation, and progress monitoring

Securing Funding and Support for Future Cohorts

The long-term success of the FTW Program requires a proactive approach to securing financial and institutional backing:

- **Diversified Funding Streams:** Exploring funding opportunities through government support, private sector sponsorships, and international donors
- **Advocacy for Policy Support:** Advocating for the integration of the FTW Program into national and local government workforce development programs
- **Impact Demonstration:** Highlighting program outcomes and success stories to attract new funders and partners

Innovation and Continuous Improvement



Incorporating New Technologies and Trends

Innovation must be leveraged to enhance the relevance and effectiveness of the FTW Program:

- **Digital Learning Tools:** Integrating online platforms, e-learning modules, and virtual simulations into training delivery
- **Data Analytics:** Using advanced analytics to monitor program performance, identify gaps, and make evidence-based improvements
- **Future-Ready Skills:** Continuously updating training content to include emerging skills demanded by rapidly evolving industries, such as digital literacy and green jobs

Gathering Stakeholder Feedback

Sustainability relies on understanding the needs and experiences of all stakeholders:

- **Trainee and Alumni Insights:** Conducting regular surveys, focus groups, and interviews with participants to evaluate program impact and identify areas for enhancement
- **Employer Feedback:** Engaging employer partners to gather input on trainee performance, workplace readiness, and program alignment with industry standards
- **Community Participation:** Involving local communities to assess program accessibility, relevance, and perceived value

These strategies allow for continuous improvement, scalability, and sustainability, enabling more organizations and communities to replicate the model and achieve meaningful results for youth NEET nationwide.

GLOSSARY

This glossary provides definitions of key terms used throughout the guidebook, ensuring clarity and consistency for all stakeholders involved in the YouthWorks PH (YWPH) project.

Admitted - A youth NEET participant who has successfully completed the registration and vetting process, met all program requirements, and is officially enrolled in the FTW program.

Blended Learning - A flexible approach to training that combines online, face-to-face, and practical on-the-job methods, ensuring accessibility and adaptability to diverse learning needs.

Data-Driven Decision-Making - The process of using quantitative and qualitative data from monitoring, evaluation, and stakeholder feedback to guide program improvements and strategic planning.

Employer Partners - Companies and organizations that collaborate with a training institution to provide WBT opportunities, mentorship, and potential employment for program graduates.

Feedback Mechanisms - Systems established to collect input from trainees, mentors, and partners about the program's effectiveness, facilitating continuous improvement.

Flexible Training for Work - A tailored training model designed to combine theoretical learning and work-based training. It aims to address the unique needs of youth NEET while aligning with industry requirements to improve employability.

Industry-Academe Partnership - Collaborative efforts between businesses and educational institutions to align curricula and training programs with workforce needs, ensuring relevance and employability.

Mid-Program Completer - A youth NEET participant who has successfully completed the classroom-based training component of the FTW Program but has yet to finish the workplace-based training or other required program components. Mid-Program Completers are eligible to transition to subsequent stages of the program, subject to fulfillment of remaining requirements.

Monitoring and Evaluation (M&E) - A systematic process of tracking program activities, assessing outcomes, and ensuring that the FTW program meets its objectives. It includes data collection, performance monitoring, and feedback mechanisms.

National Certification (NC) - A credential issued by the Technical Education and Skills Development Authority (TESDA) to individuals who pass competency-based assessments, signifying proficiency in specific technical skills.

Outcome-Based Education - An approach that focuses on achieving specific learning outcomes, such as industry-relevant skills and certifications, to ensure that program graduates meet employer expectations.

Placed - A youth NEET participant who has commenced workplace-based training or employment under the FTW program, following completion of all prior program requirements.

Philippine Business for Education (PBEEd) - A non-governmental organization advocating for education reform and workforce readiness. PBEEd is the implementing partner of YouthWorks PH, working to bridge gaps between education and employment sectors.

Pre-Test and Post-Test Assessments - Evaluation tools used to measure changes in a trainee's knowledge, skills, attitudes, and outcomes (KSAOs) before and after participation in the program.

Skills Development Framework - A structured approach for equipping trainees with the technical, soft, and socio-emotional skills required for sustainable employment.

Socio-Emotional Guidance - A supportive mechanism provided to trainees, offering career counseling, personal development assistance, and emotional support to help them overcome challenges during the training period.

Stakeholders - Individuals, groups, or organizations that support YouthWorks PH and its FTW Program. These include PBEEd, trainees, employer partners, local government units (LGUs), and the broader community.

Technical-Vocational Institutions (TVIs) - Accredited schools or organizations that provide technical and vocational education and training (TVET) to equip learners with industry-specific skills.

Training Needs Assessment (TNA) - An evaluation process conducted to identify the specific skills gaps and training requirements of youth NEET to tailor the program to their needs and industry demands.

Work-Based Training (WBT) - A key FTW program component involving internships, apprenticeships, or on-the-job training with partner employers. It provides hands-on experience and practical skills development to prepare trainees for employment.

Youth Not in Employment, Education, or Training (NEET) - Individuals aged 18–30 who are not engaged in formal education, employment, or training. They are the primary beneficiaries of the YouthWorks PH Program during its implementation.

Youth NEET Rate - A metric used to measure the proportion of youth who are neither in education, employment, nor training within a specific population, reflecting the program's target demographic.

YouthWorks PH - A workforce development project implemented by PBEEd and funded by USAID from 2018–2024. During its run, YouthWorks PH sought to bridge the gap between education and employment through training, mentoring, and industry partnerships.

