

Scala Project Analysis

Executive Summary

Engineers Without Border's Scala Project has contributed to the lives of over 2,400 underprivileged youth in the Philippines. Through the support of major donors such as the Webster Foundation and the efforts of EWB volunteers to fundraise money and computers, the Scala Project has implemented Computer Livelihood Training Centres (CLTC) in 27 communities across the Philippines. These CLTCs have enabled underprivileged Filipino youth to acquire new skills and knowledge, develop self-confidence, and gain access to a network in the community and other resources.

This document reflects upon the efforts and accomplishments of both EWB and our partner, the Department of Social Welfare and Development, throughout the project. There are three key messages discussed in this document:

1. In every area of the project—the selection of youth, the operation of CLTCs, the set-up new CLTCs, and the monitoring and evaluation of the Project—there exist trade-offs.

The trade-offs throughout the Scala Project are what make this project complex. Each trade-off is an incorporation of finite resources, project sustainability and beneficiary impact. The location selection criterion of the youth beneficiaries is a good example of this. The potential impact of the project for youth who come from poorer families is greater, although these youth also face greater challenges in completing the program because these youth are not often able to pay the transportation fee or take the time to attend the training program because they have to help their family earn an income.

2. EWB's involvement in the Scala Project is a dynamic process active learning, evolution of our role, and innovation to continuously increase project impact.

The concept of a Computer Livelihood Training Centre evolved as EWB monitored the status and identified areas for improvement. Throughout the process, EWB's approach with the Scala Project was entrepreneurial – EWB took initiative and pushed the project model for more impact. This accelerated our learning and also resulted in innovations that improved impact.

Each year was built upon the foundation of the previous year's learning. During the first two years of the project EWB focused on refining the project concept and successfully piloted the project in three locations. By the fourth year EWB was focusing on phasing out; we took what we had learnt about setting up new CLTCs and undertook a shift of this role to our partner.

3. The most significant challenge we faced in the Scala Project was phasing out.

The Scala Project integrated the strengths of EWB and our partner the Department of Social Welfare and Development (DSWD). EWB's strong base of critical development leaders and ability to fundraise computers are a good match with the DSWD's local knowledge and respect with local communities. Despite this compliment between EWB and the DSWD, in the fourth year of the project, EWB recognized the value of phasing out of the project. This decision was motivated by two factors – the desire to take the project to the next level by working ourselves out of a job and the strategic decision in our overseas program to focus on working with local organisations in sub-Saharan Africa.

Our efforts to phase out involved a combination of evolving the project to accommodate for the absence of EWB and building the capacity of the DSWD to take on more roles in the Project. Essentially, the DSWD was asked to take on increasing responsibility so that EWB could phase out. This was challenging because the complementary partnership between EWB and the DSWD--a partnership which was integrated into the Scala Project and a major contributor to the success--could no longer be leveraged. In December 2006, the final EWB volunteer left the Philippines. A Monitoring and Evaluation visit is planned by EWB in 2008 to evaluate the status of the Scala Project.

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1. Introduction

EWB has been involved in the Scala Project since the summer of 2002 when a team of McGill University students travelled to the Philippines with 15 donated computers. Their aim was to test out the concept of computer livelihood training for underprivileged Filipino youth. Five years later, through EWB's involvement, the Scala Project has provided computer livelihood training for over 2,400 youth and is implemented in 27 communities across the Philippines.

EWB's Scala Project has been recognised with a number of prestigious awards for its innovative and effective model. These include the Global Knowledge Partnership Youth Education award, presented at the UN's World Summit on the Information Society (Geneva, Dec '03), and finalist in the Global Junior Challenge Award (Rome, 2004).

1.1. Goals of the Analysis

Engineers Without Borders' involvement in the Scala Project has been a valuable learning experience. The SCALA Project, commencing in 2002, evolved alongside EWB for the past number of years. During this time, EWB invested considerable resources and volunteer time to achieve impact in the Philippines. Our contribution to the project allowed us to strategically define project goals and our focus in the project.

This analysis of the Scala Project serves as a place mark for EWB's involvement in the project. As of December 2006, EWB no longer has any volunteers in the Philippines and will complete our phase-out of the project with a Monitoring and Evaluation visit in 2008. Thus, it is through the lens of reflection that the Scala Project is presented in this document.

The analysis of EWB's involvement in the Scala Project, specifically our experience with this intervention from conception to phase-out, is to be shared with EWB's membership and eventually the wider development community. The analysis breaks down the constituent elements of the Scala Project into three areas.

- **Project Components – and how they relate to impact**
- **Project Results – measured results for key project components, project outputs and outcomes**
- **Project Evolution – the evolution of EWB's interventions in the project**

The result is a document that explores key areas which are important to all development workers and development organisations who implement projects. Key areas of attention include project scale-up, sustainability and the role of outsiders.

It is the hope that EWB's experience with Scala will continue to be shared through endeavours such as public communication on EWB's website, myewb, development publications, case studies for EWB conferences or pre-departure sessions for overseas volunteers, and case studies for member education or pre-departure training.

The analysis presented herein was conducted by Sarah Grant--past Scala Project Coordinator 2004 – 2005--with support and guidance from other EWB volunteers involved in the Scala Project. Information for the analysis was referenced from SCALA related reports and from dialogue with EWB members.

1.2. Why EWB Phased Out Our Involvement

EWB's overseas experience and knowledge base has grown considerably since our first attempts at international development. As our experience and knowledge develops, so too does our overseas program. A few years ago EWB decided to focus overseas efforts on supporting local organisations that are already helping communities. In order to develop strong partnerships with local organisations, continuity and therefore a geographic focus became necessary. These two shifts in focus--away from running projects and toward a geographic focus in Sub-Saharan Africa--contributed to our decision to phase-out of Scala.

To date, the Scala Project has provided 2,400 underprivileged youth the opportunity to improve their lives. More youth continue to be trained in the 27 communities where the project is located and run by our local partner. EWB saw encouraging results through-out and in 2004 EWB recognized the opportunity to take the project to the next level through building the capacity of our partner and work ourselves out of a job.

Efforts to phase-out EWB in a responsible manner were made, starting in the fall of 2004 until December 2006. During, this time, EWB refined our focus with Scala: phasing out our role through building the capacity of our partner (the Department of Social Welfare and Development), and continuing to contribute to project replication and development. With these two streams in mind, the nature of this project analysis focuses on both.

2. Project Components

This section outlines the essential components of the Scala Project. This section includes information on:

- **The Philippines – Livelihood Context**
- **The Opportunity for a Development Intervention**
- **Project Partner**
- **Key Project Drivers**

2.1. The Philippines - Livelihood Context

Before the Project was developed, EWB and the DSWD sought to understand the livelihoods in the Philippines. The rationale that framed the focus on underprivileged youth as the beneficiaries and inspired Computer Livelihood Training Centres as the intervention is outlined below.

Youth in the Philippines comprise nearly half of the Philippines' workforce and consequently, play an important role in nation building. Their capacity is at the heart of stimulating the Philippines' economy; most Filipino livelihoods are based on semi-subsistence and petty entrepreneurship is fragile and profoundly affected by environmental disasters such as El Niño. Unfortunately, the Philippines is faced with an alarming youth issue: during the 1990s, the 15-24 years old Out-of-School Youth (OSY) population tripled. Today, the number of underprivileged youth who are not employed nor in school is estimated at a startling 12 million (World Bank). The out-of-school youth have been identified as being particularly vulnerable to shocks and in need of support in their struggle to improve their lives. The majority of OSY live in environments with few livelihood options and where asset attainment is difficult.

Economic pressures, social conditions of the family and personal characters all contribute to the high prevalence of OSYs in the Philippines. Typically, they are born to large impoverished families whose heads of households are poorly educated and work in unskilled jobs. About 20% of the OSY come from single-parent families, where the family's sole wage earner is either ill or ailing. In two parent households, the father's job is often low-paying and self- or seasonally-employed. This brings limited resources to the family and ultimately forces the youth to discontinue their education and work to support parents and younger siblings. Leaving school at a young age deprives the youth from formal education, role models and social networks, which leads them to a precarious employment situation similar to their parents'. As such, the Filipino youth are trapped in a cycle of poverty, which will most likely also affect their children.

2.2. The Opportunity for a Development Intervention

In 2002, the National Youth Commission of the Philippines--responsible for studying national youth issues and policy--identified that there was a dire need for OSY to gain access to basic services in order to break this vicious cycle. The National Youth Commission highlighted programs that help the out-of-school youth return to formal education or be engaged in non-formal vocational and livelihood-earning activities.

Additionally, the UNDP has categorized the Philippines as an Information Technology “Dynamic Adopter”, a title shared by South Africa, Brazil and China. Their industries are mainly electronic component manufacturing as well as call centres. Finally, the Philippines has 157 scientists and engineers in R&D per 100,000 people which is more than 50% above its neighbours Thailand and Malaysia.

The OSY situation is a social economic issue that must be addressed if the Philippines wants its human resources to be tapped for development. Young people play an important role in nation building as catalysts of growth and as backbone of all development efforts. There is a need to maximize their potentials as well as involvement as active beneficiaries and partners in nation building.

The above situation called for an intervention that would address the concerns of the youth, specifically the disadvantaged group. Hence, it is in this light that Engineers Without Borders implemented the Scala Project in collaboration with the Department of Social Welfare and Development of the Philippines. The measured project success demonstrates that the Scala Project has assisted in promoting human development for the youth of the Philippines.

2.3. Project Partner

EWB worked with the Department of Social Welfare and Development (DSWD) of the Philippines as partner for the Scala Project. The mission of the DSWD is to provide social protection and promote the rights and welfare of the poor, vulnerable, disadvantaged individual, family, and community. They work for orphaned and abused children, young and battered woman, families in crisis and the elderly. At the national level, EWB collaborated with the Social Technology Bureau of the DSWD, who is responsible for the design and piloting of new projects in the field of social welfare and development.

In 1992, the national government of the Philippines decided to empower the local government units by decentralizing a number of services. The Department of Social Welfare and Development is among the public institutions whose local offices were demoted to the local government units at the city and provincial levels. These offices run under the responsibility and budget of the city hall and/or provincial capital, but are still monitored by the Department of Social Welfare and Development National Office. The devolution created an important logistical and communications barrier between the policies of the National Office and its hundreds of Local Offices. It also decreased the already small budget of the Social Technology Bureau thus making it even more challenging for them to develop new projects to address the growing social challenge of the Philippines.

2.4. Key Project Drivers

The Scala Project increases employment opportunities for Out of School Youth in the Philippines through the implementation of Computer Livelihood Training Centres (CLTCs). The opportunities provided to youth from the Computer Livelihood Training Centres include basic computer literacy training, life skills education, resource linkages and employment support. The Scala Project involves more than just training.

This diagram shows the key areas of the Scala Project and the main drivers that enable these areas. The diagram shows that three things must be in place for the Scala Project to have impact on Out of School Youth. These three things are:

- Youth
- Appropriate Context
- CLTC Operation

For **Youth**, the key driver is the *youth selection criteria*.

For the **Appropriate Context**, the key driver is the *location selection criterion* is to ensure that the CLTC training is relevant to the youth's situation.

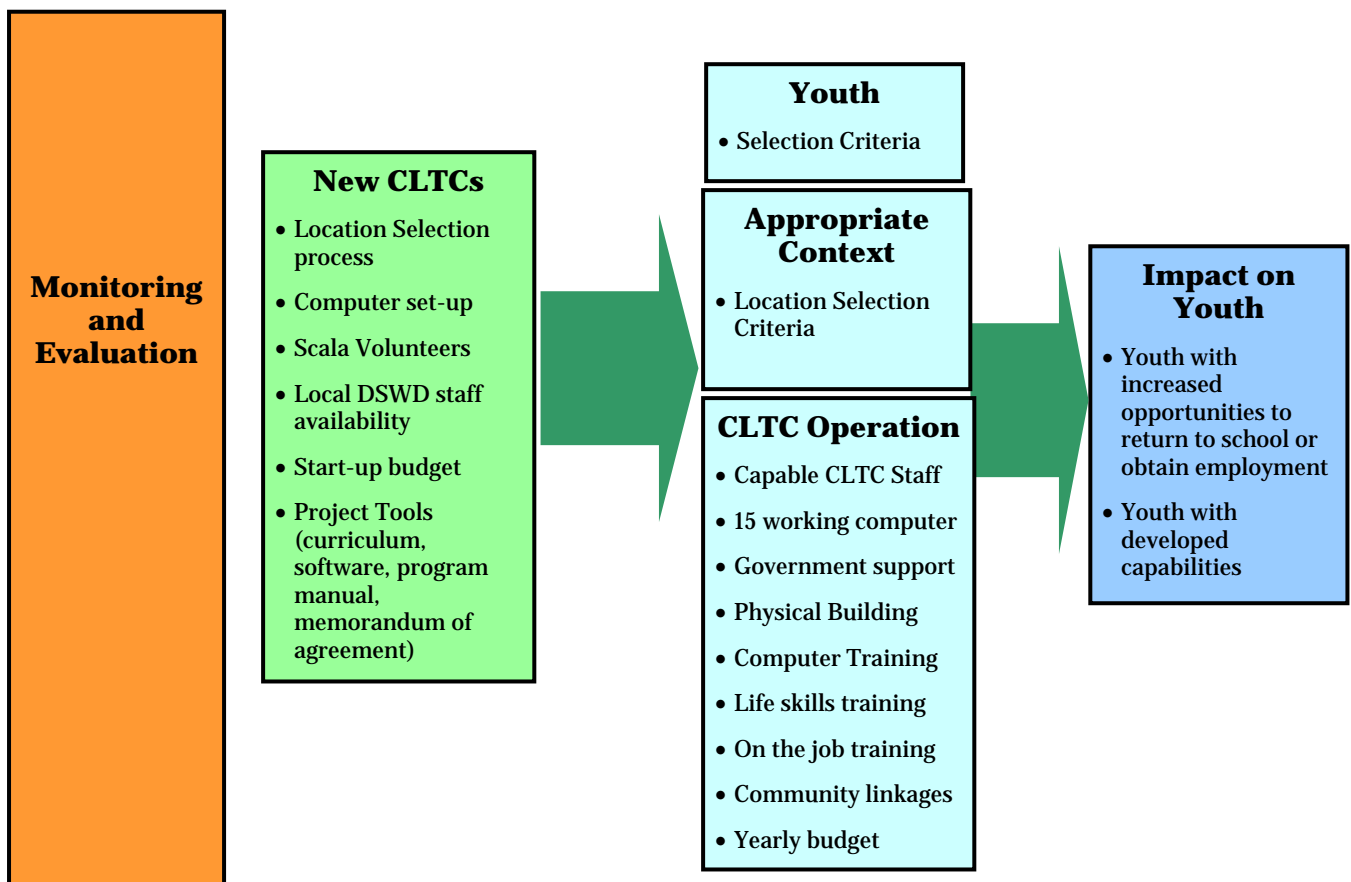
For **CLTC Operation** there are eight key drivers – *capabilities of local staff, computers, government support, physical building, computer training, life skills training, on the job training, and community linkages*.

New CLTCs are realized driven by *location selection process, computer set-up, Scala Volunteers, Local DSWD staff availability, start-up budget, and Project Tools (computer curriculum, software, Program Manual)*.

Monitoring and Evaluation is done at all areas of the Scala Project. Results from Monitoring and Evaluation serve to outline how the linkages between the key drivers and the desired outputs for each area. For example, monitoring the **impact on youth** could identify areas of the project which need to be improved (better selection criteria for youth, more training for CLTC staff, etc.). Additionally, monitoring the status of **CLTC Operation** could identify drivers that need to be improved when setting up **New CLTCs**.

For further breakdown of the project components a Logical Framework is appended (**Appendix A**).

This diagram is a relatively static view of the project and does not capture the roles that EWB and the DSWD has played through-out project evolution. This will be described in [Section 4 – EWB Interventions](#).



3. Project Results

The Project results are summarized in three sections:

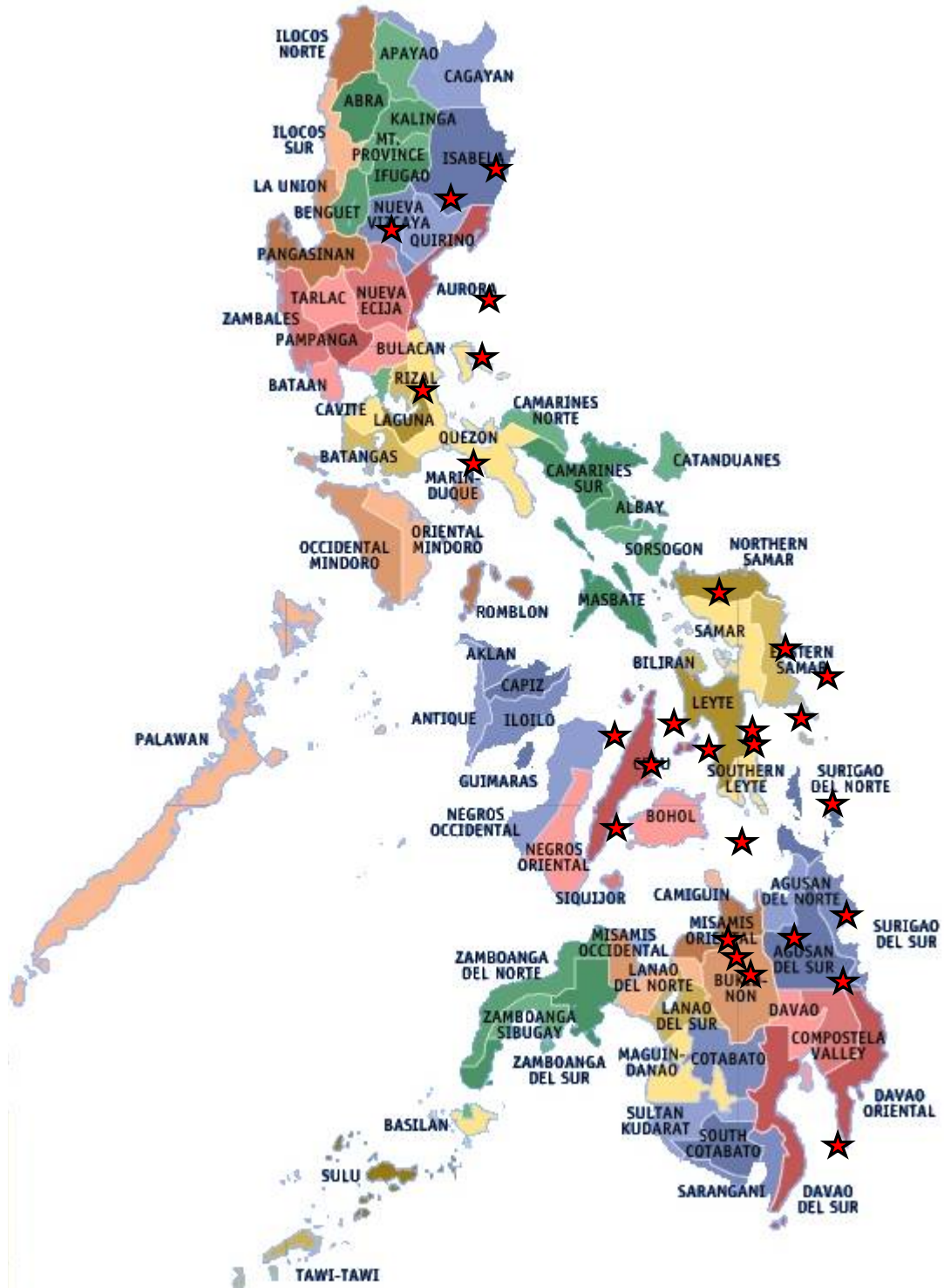
- **CLTC Operation Results (December 2006)**
- **Youth Results**
- **Key Project Challenges**
 - **Impact on Youth**
 - **Challenges for CLTC Operation**
 - **Challenges to set-up new CLTCs**

3.1. CLTC Operation Results (December 2006)

Number of operational CLTCs	27
Number of working computers	14/15
Number of training classes per year per Centre	3

CLTC Set-up History		
Year	Centres set-up	Number computers donated
2003	3 Centres set-up in: <ul style="list-style-type: none"> • Bohol Province • Cebu Vocational Centre • Tacloban City 	30
2004	12 Centres set-up in: <ul style="list-style-type: none"> • Alaminos City • Bataan Province • Danao City • Sagay City • Bago City • Batangas Province • Ifugao Province • San Fernando City • Baguio City • Cabanatuan City • Masbate Province • Southern Leyte 	180
2005	6 Centres set-up in: <ul style="list-style-type: none"> • Iloilo City • Ormoc City • Misamis Occidental • Ozamiz City • Misamis Oriental • Talisay City 	90
2006	6 Centres set-up in: <ul style="list-style-type: none"> • Biliran Province • Ginoog City • Bukidnon Province • Iligan City • Cauayan Municipality • South Cotabato Province 	90

CLTC Locations – December 2006



3.2. Youth Results

The results shown below, demonstrate the successes achieved while EWB had volunteers involved in the project. The long-term benefits of the program still remain to be seen, but immediate outputs and outcomes such as rate of employment and returning to school were encouraging enough for EWB to continue investing in Scala even after we phased-out our involvement in most countries outside of Africa and moved away from running projects overseas.

For more details on project results, refer to **Appendix A – Logical Framework Analysis**. The table below shows the measured results based on the impact on youth.

Indicators	Results (starting Aug 2003 – Dec 2006)
Number of youth returned to school	26% - 627 youth
Number of youth became employed	23% - 555 youth
Number of youth hoping to find a job or return to school	51% - 1,230 youth
Number of graduates	2412
Percentage of female graduates	55%
Percentage of PWD graduates (Persons with disabilities)	8%
Percentage who complete training	93%
Changes in youth immediately after graduation (qualitative trends observed by Monitoring and Evaluation officers)	<ul style="list-style-type: none"> • Newly acquired skills and knowledge (leadership, computers, professionalism, etc.) • Increased self-confidence • A network in community (employers, DSWD, government) • Access to resources (scholarships, computers, funding grants, job postings) • Interest in contribution to community
Average training length	2 months – computer and life skills training 2 months – On the Job Training

3.3. Key Project Challenges

This section explores the key challenges that exist in three essential components of the project – impact on youth, CLTC implementation, and CLTC expansion. These challenges are important to note, because despite promising project results, challenges in impact and implementation still exist.

Challenges to Realize Impact on Youth

The challenges experienced in impact on beneficiaries are on-going challenges with the Scala Project. Each CLTC dealt with these challenges differently – this is where local creativity and resourcefulness can be seen. There challenges to realize impact on youth fall under two categories:

- Transition from graduation to the next steps

- Youth selection criteria

1. The biggest challenge youth face is the transition from graduation to the next steps.

The biggest challenge the youth beneficiaries of the Scala Project face is transitioning from graduation at a Computer Livelihood Training Centre into employment or returning to school. This is a common project challenge and EWB and the DSWD have been working to address this challenge from the outset.

Many challenges that the youth faced were external to the youth and therefore still existed after the youth graduated. These challenges include limited opportunities for formal employment in the Philippines and a lack of funding to cover the cost of a post-secondary education. These challenges were addressed in part, through the community linkages component of the Scala Project. Youth have increased opportunity to acquire a job or obtain a scholarship for post-secondary education through this network in the community that they can now access.

2. There is a trade-off with the youth selection criteria.

There is a selection criterion that all CLTCs follow when selecting youth for the training. The criterion exists to ensure that the program is targeting underprivileged youth. However, there is a range within the youth and families that meet the criteria. This range means a trade-off between the potential for impact and the resources required to help ensure impact for the selected youth.

Youth who drop out of college, find the computer curriculum easier to understand and also master the computer programs faster than those with only a high school education. These youth, who acquire more comprehensive computer skills, are more likely to find employment or return to school after graduation.

The potential impact on youth who come from poorer families is greater, although the challenges they face in completing the program are also greater. These youth face challenges such as paying for transportation during the training. Sometimes the transportation fee is provided by the local government or a sponsor in the community, often it is provided by the parents. Additionally, youth who come from families with under-employed parents often have to stay at home and help out on the farm or with the family business so they are not able to commit the time required to attend the training.

This sort of scenario--that of focusing limited resources on specific beneficiaries, households, communities, etc.--is a common theme throughout development projects. Each beneficiary requires a different set of resources and has different amounts of potential impact. In the case of youth selection, the trade-off often means that the youth who are the poorest were often not included in the program. This trade-off is dealt with differently at each CLTC; some choose to invest more time and resources in youth than others.

Challenges for CLTC Operation

Some of the challenges in this section are not only challenges felt for CLTC Operation but are challenges that exist in the local government of the DSWD. Successful implementation depends on local champions who must fight for limited resources and work under a heavy workload. National and regional support are important to ensure these local champions remain motivated and can see continue to identify new challenges and opportunities.

The challenges for CLTC Operation fall under four categories:

- Staff positions at the local government
- Local government support
- Computer depreciation

- Monitoring youth impact after graduation

1. Positions at the local government are low-paying and suffer a high turn-over rate.

The Centre Manager and Social Worker at the CLTC are no exception. Often staff do not have enough time to execute all of the tasks required for the CLTC. Tasks such as counselling and Monitoring and Evaluation do not always occur as often or thoroughly as desired. Although these tasks are not essential for the daily operation of a CLTC, they are important to ensure success and sustainability of the CLTC.

The other challenge faced is the retention of Computer Trainers. Often their pay is extremely low. Also, computer trainers often hold temporary positions at the government. So every three years, when government elections are held, these temporary positions have to be renegotiated. This is a challenge that was gradually improving as more local government staff lobbied for Computer Trainers to obtain permanent status within the government.

2. Likelihood of local governments supporting the CLTC is uncertain.

As mentioned, government elections occur every three years. The funding for the CLTC depends on the head of government's support for the program. If they do not support the program, CLTCs are vulnerable to a cut in funding in the yearly budget or the misappropriation of the computers. These risks are being mitigated by ensuring that the local government sees the on-going impact of the CLTC on youth and is involved in activities of the CLTC such as the graduation ceremony for the youth.

3. As computers depreciate, maintaining 15 working computers becomes increasingly challenging.

Local government offices have a moderate budget dedicated for computer parts and the required technical capabilities. However, maintenance of the computer units is still challenging due to the apparent unavailability or cost of spare parts. As the computers age the cost to maintain them increases. Additionally, computer technology continues to develop and eventually these computers and software becomes obsolete.

For the most part governments don't have the resources to replace entire computers. This is a challenge that will gradually get worse. Aside from a select few local governments, most CLTC staff are not taking the initiative to replace entire computer units.

4. Monitoring youth after they graduate from the CLTC requires a disproportionate amount of time.

Monitoring the youth graduates is required as part of the Monitoring and Evaluation process. It is incredibly valuable to determine the impact the CLTC training has on the youth. In reality, monitoring the status of the youth after they graduate is very difficult. Monitoring youth requires tracking down their location and having the time to contact each and every one of them to determine their current status. The CLTCs that were most successful with monitoring youth after graduation utilized the Pagasa Youth Association (local youth group) to assist in monitoring and provide feedback.

This challenge improved significantly once CLTCs started leveraging youth leaders to assist in monitoring.

The data we collected to measure the outcomes of the Scala Project is not perfect. No benchmark data was available nationally or in the communities to compare the rate of out of school youth who would find employment or return to school without benefiting from the Scala Project. This makes it difficult to determine definitively the net quantitative impact the Scala Project has on out of school youth.

Challenges to set-up new CLTCs

The challenges experienced in setting up new CLTCs essentially outline that projects can not be implemented in a cookie-cutter manner. With Scala each local situation was unique. So too was the

process and resources required to ensure that project replication yields high quality CLTCs.

The challenges to set-up new CLTCs fall under three categories:

- Location Selection
- Institutionalizing the set-up process
- Set-up schedule

1. There exist trade-offs in location selection criteria

Location selection was often challenging, it involved trade-offs between need for the Scala Project and required resources from outsiders. The criterion used to select locations is based on interest, local need and ability of the local government to implement and sustain the project. With limited resources it is often easier to rank and select a number of communities based on resource availability.

In year four, CLTC expansion transitioned to be more demand driven-based not on national targets but local interest and need. When this occurred, the selection became more absolute and thus more difficult. Also, the responsibility to approve locations shifted to the regional offices. This introduced a new challenge because regional offices find it difficult to provide an unbiased selection due to the nature of the relationship between the regional offices and local government. The trade-offs involved in location selection are becoming less relevant as the selection and set-up process evolves from a one-time location selection to a gradual approach where the regional office helps interested local communities prepare to set-up a CLTC.

2. Differences in regional and local capabilities and resources make it difficult to formalize the set-up process.

If communities are selected based primarily on interest and need then the ability to implement and sustain the project can be developed during the set-up process. However, the level of support required from outsiders to build this local capacity to implement and sustain the CLTC varies greatly. Thus the trade-off between setting up a CLTC and building capacity of the local government to drive the set-up is often driven by the approach of the outsider and the outsider's schedule.

3. Scala Volunteers and budgets were the limiting factor determining the schedule for set-up.

The schedule for set-up of CLTCs was initially driven by EWB, but with a majority of volunteers available only from May through August, this proved quite limiting. This schedule was not always convenient for the communities. Events like government elections that are held every three years and often fall mid-year can impede set-up process.

Also, the process surrounding government finances is quite bureaucratic. Government budgets are developed at the beginning of the year and approved mid-year. Communities often needed to know if they were approved for the Scala Project before they would be able to propose a budget for a CLTC. Then, this budget needed to be released before the community could start setting up the centre.

The schedule for set-up can now incorporate these two events--government elections and budgets--with the use of Scala volunteers from the Philippines.

4. EWB Interventions

The history of EWB's interventions with the Scala Project can be separated into two phases. Years 1 – 3 were focused on EWB actively learning and continuously improving and replicating the Scala Project.

Starting in Year 4 EWB's role in the Scala Project had a dual focus- phasing out of the Scala Project. These two goals were:

1. Continuing to realize impact on out of school youth (through replication, project development, and monitoring and evaluation)
2. Phasing out of the project.

The history of the Scala Project is separated into the two phases and includes:

- **EWB Learning (Years 1 – 3)**
 - **Year 1 – Proof of Concept**
 - **Year 2 – Pilot Phase**
 - **Year 3 – Scaling Up**
- **EWB Phasing out (Years 4 – 5)**
 - **Goals and Results**
 - **DSWD's Project Cycle**
 - **Challenges**

4.1. EWB Learning (Years 1 – 3)

Year 1 – Proof of Concept

In the summer of 2002, the Scala Project was inaugurated when a team of EWB volunteers from McGill University, travelled to Lingayen, Pangasinan (Philippines) with 15 donated computers. The team worked with a branch of the national Technical Education and Skills Development Authority (TESDA) to create a temporary Computer Livelihood Training Centre enabling the Lingayen office to add a vocational program in computer literacy.

Through the McGill EWB Chapter, the Scala Project was an Education Finalist for youth involvement in social issues in the Forces Avenir award.

Key Learnings

- A low-cost model of computer literacy training can be implemented.
- It is more important for a partner to have aligned objectives in order to ensure that the program is targeting the intended beneficiaries. EWB formed a partnership with the DSWD after learning that TESDA was not using the donated computers to train underprivileged youth but instead were offering paid training to government employees.

Year II – Pilot Phase

In 2003, EWB received a grant through the prestigious IDRC's Pan Asia Program to study the development outcomes of Year I, which consisted of setting-up three more permanent pilot centres. Coupled with a matching donation from Montreal's Trotter Family Foundation, implementation of Year II of the Scala Project began. EWB started to work with its current partner, the Department of Social Welfare and Development.

Key Learnings

- Need a Location Selection procedure to ensure that the CLTC is appropriate in each community and will be sustained through local ownership.
- Need to increase social training to compliment computer training. The CLTC provides an excellent opportunity for youth to gain exposure to social services in the community and develop a strong network among the agencies that provide the programs.

Year III – Scaling Up

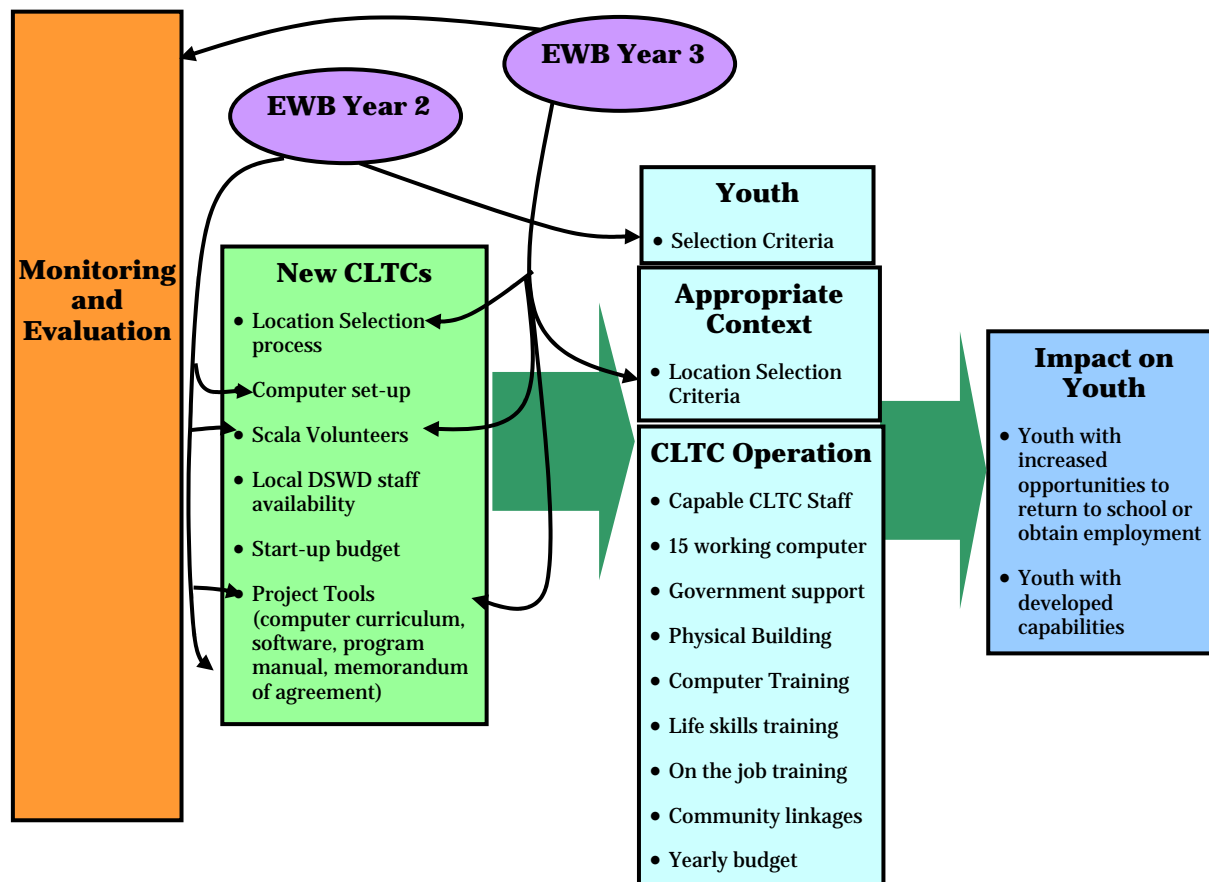
At the beginning of Year Three, EWB evaluated the status and outcomes of the three CLTCs from year. The results were very positive and encouraged us to scale up. In Year Three EWB tested the adaptability and scalability of the CLTC model reaching even more communities through an additional 12 Computer Livelihood Training Centres. In Canada, the Scala Project expanded to a national level with seven universities involved in fundraising over CAD\$130, 000 and raising 200 computers. The university EWB chapters involved were: University of Victoria, Simon Fraser University, University of British Columbia, University of Calgary, University of Saskatchewan, University of Guelph and McGill University.

The Scala Project proved again to be a superior model for a development project, in December 2003 EWB was awarded the prestigious Global Knowledge Partnership Youth Education Award for innovative use of ICT's in development.

Key Learnings

- On the job training and entrepreneurship training are required to ensure that upon completion of the program, youth are able to find meaningful employment.
- The Scala Project can be scaled--both in Canada (through Working Partnership) and in the Philippines (through replication of CLTCs).

EWB Interventions: Year 2 and Year 3



4.2. EWB Phasing Out (Years 4 – 5)

Goals and Activities

In Years 1 – 3 EWB's Interventions were focused on developing new Project Tools or actively participating in activities such as Location Selection. Years 4 – 5 EWB had a dual focus: continue to contribute to project impact while building the capacity of our partner to implement the Scala Project independently of EWB.

Our efforts to phase out meant that we committed fewer people, set-up fewer centres than in Year 3 but had more collaboration with our partner. Years 4 and 5 were an exploration of the roles that the DSWD would play after EWB phased out. EWB identified three goals for phase out:

- Centres are technically sustainable
- Local Centres innovate
- New CLTCs are set-up if the need exists

To facilitate the phase out we focused on three levels of our partner: National DSWD, Regional DSWD, and Local DSWD. The results for our goals at these three levels are outlined below.

The experience of running a development project first-hand has resulted in a better overseas program in sub-Saharan Africa. The key results of our learning are worth mentioning but have not been included in this section. Key Scala learnings as applied to our overseas program are included in **Appendix B**.

DSWD Level	Results
GOAL #1 – Centres are technically sustainable	
<ul style="list-style-type: none"> • Computers operational 	
National Office	<ul style="list-style-type: none"> • National office not engaged in this goal.
Regional Office	<ul style="list-style-type: none"> • Regional office not engaged in this goal.
Local Office <ul style="list-style-type: none"> • Maintain computers • Purchase new computers as needed 	<ul style="list-style-type: none"> • Computer trainers were trained to do basic computer maintenance. • Computer trainers have a network within which they can communicate and learn from.
GOAL #2 – The CLTC model is innovated to remain relevant	
<ul style="list-style-type: none"> • CLTC model adapts to meet changing livelihood circumstances of youth 	
National Office <ul style="list-style-type: none"> • Provide technical assistance to CLTCs as needed • Maintain national database of CLTCs • Share best practices • Develop new tools, curriculum, etc. 	<ul style="list-style-type: none"> • No major results were observed in this area.
Regional Office <ul style="list-style-type: none"> • Monitor and Evaluate CLTCs quarterly • Share best practices 	<ul style="list-style-type: none"> • Regional office staff were trained and conducted Monitor and Evaluation of CLTCs at least once per year.
Local Office <ul style="list-style-type: none"> • Monitor and Evaluate CLTCs quarterly • Request assistance from regional and national level (resources, training, etc.) • Change CLTC model to better suit current situation 	Local offices were observed: <ul style="list-style-type: none"> • Operating the CLTC independently of the regional and national DSWD and EWB • Monitoring and Evaluate their CLTC • Taking the CLTC model and adapt it to the changing circumstances of the youth
GOAL #3 – New CLTCs are set-up	
<ul style="list-style-type: none"> • The Scala Project is not saturated (new communities still need it) • New CLTCs are of high quality 	
National Office <ul style="list-style-type: none"> • Facilitate domestic shipment of computers • Create marketing and promotion material for the Scala Project 	<ul style="list-style-type: none"> • No major results were observed in this area.
Regional Office <ul style="list-style-type: none"> • Select new locations • Train new Scala Volunteers 	9 Regional staff received training to: <ul style="list-style-type: none"> • Select new locations • Train new Scala Volunteers

<ul style="list-style-type: none"> • Mobilize Scala Volunteers • Oversee CLTC set-up 	<ul style="list-style-type: none"> • Mobilize Scala Volunteers • Oversee CLTC set-up
<p>Local Office</p> <ul style="list-style-type: none"> • Provide Scala Volunteers 	<p>15 Scala Volunteers received training to</p> <ul style="list-style-type: none"> • Provide computer training to new computer trainers • Facilitate the CLTC set-up

Major Challenges

Major challenges faced in achieving these goals are:

- *The Scala Project is different from the projects the DSWD typically implements and requires more national and regional support.*
- *It is left to the local DSWD to innovate the CLTC model to ensure it remains relevant.*
- *Phase-out involves trade-offs between project impact and organizational capacity building*
- *Regional Capacity differs across the country*

1. The Scala Project is unique from the projects the DSWD typically implements and requires more national and regional support.

Primarily, the development of the Scala Project did not follow the national DSWD's typical project cycle--this was a main challenge when phasing out. The unique development of the Scala Project was in part due to EWB's interest and ability to drive project outputs through the supply of computers and volunteers for project expansion. The Scala Project is also unique because it requires larger amounts of resources than the DSWD's typical projects. These resources need to be maintained and upgraded to keep up with changing nature of technology.

The table also shows the key challenges the DSWD faces as an organisational level that affected our ability to phase out.

The project cycle for the national level of the DSWD – Social Technology Bureau is included as **Appendix C**.

EWB's efforts to work with the national office of the DSWD were frustrating – DSWD staff is over-worked, unavailable due to a bureaucratic system of communication and planning, and with a high turn-over rate there are often vacant positions. It was initially thought that for EWB to phase-out of national project coordination we could assist our partner in the creation of a new position at the DSWD. EWB provided the salary for a 6-month trial-period for a National Scala Project Coordinator. The DSWD was responsible for hiring and managing this staff. Unfortunately, the person hired as the National Scala Project Coordinator quit after completing the first three months of the position. The position was never refilled by the DSWD.

It turned out that a much deeper issue than human resources was restricting EWB from building the capacity of the national DSWD – uncertainty about national responsibilities for the project. As outlined below, the Social Technology Bureau's function is to pilot test new projects. Since the Scala Project did not follow the traditional phases of the STB's project cycle, it was uncertain what to do with the Scala Project – which Bureau should be responsible and what the objectives of the project should be.

DSWD Office	Traditional Role in Project Cycle	Organisational Challenges	Typical Activities
National – Social Technology Bureau (STB)	Pilot new social technology projects.	<ul style="list-style-type: none"> • Since the DSWD is decentralized, once the project has been institutionalized, the national office is no longer involved in any formal sense • Lack of complete decentralization – results in project stagnation • Shortage of funds • Staff - High turn-over, vacant positions • Miscommunication with regional office due to different structures 	Project Phases 1. Policy and Situational Analysis 2. Program Design and Planning 3. Pilot Testing 4. Program Review 5. Institutionalization / Local Replication
Regional Offices	Provide technical assistance to provincial, city, and municipal social welfare and development offices (local DSWD)	<ul style="list-style-type: none"> • Shortage of funds • Miscommunication with national office due to different structures • Staff - High turn-over, vacant positions 	<ul style="list-style-type: none"> • Provide Technical Assistance to each local DSWD office through visits every quarter • Regional sessions for all local DSWD offices to share best practices, challenges and lessons learned by local DSWD offices

2. It is left to the local DSWD to innovate the CLTC model to ensure it remains relevant.

It is expected that as the computers become unfixable, the computer training becomes outdated and the needs and opportunities for out of school youth in the Philippines change, the Scala Project will also need to change. These components all require regional and national support to result in outcomes that lead to impact on youth. EWB was not able to satisfactorily engage the national office of the DSWD to meet this for the Scala Project.

This means that the sustainability of the Scala Project depends largely on the local DSWD offices and communities.

3. Phase-out involves trade-offs between project impact and organizational capacity building

It would be great if the national and region levels of the DSWD not only adapted to meet the needs of the Scala Project but if changes were also incorporated explicitly into the DSWD that resulted in an overall increase in organizational capacity. Explicit capacity building of the DSWD was not a focus of EWB, so changes in organizational capacity are not a part of our definition of project success but are more of a ‘nice to have’.

Our efforts to develop national capacity would have been more effective if efforts would have been focused on building the organizational capacity of the DSWD. However, there are trade-offs involved in this. Instead of focusing on building organizational capacity, EWB chose to focus on increasing

project impact while working towards an exit strategy for EWB. Some of the challenges EWB felt when trying to develop national capacity are explained below.

4. Regional Capacity differs across the country.

Regional staff were identified to drive the Scala Project in their region. These Regional staff were trained, and several experienced working alongside EWB to drive expansion, monitoring and evaluation and were encouraged to do capacity building of implementers and project development regionally.

Our efforts in Year 4 to develop champions to drive the Scala project regionally were relatively successful. However, regional capacity of the DSWD in the Philippines is diverse – success in one region does not equate to a successful national implementation of regional champions. The concept was successful in one region that is generally a region with strong leadership and many champions – most projects there are successful.

As EWB phased-out our involvement we placed further emphasis on the role of the Regional office as outlined in the DSWD structure. Despite a strong responsibility on Regional DSWD offices and regional Scala champions, national project coordination is still required due to the hierarchical structure of the DSWD.

Current Status

A Monitoring and Evaluation Visit is planned for 2008 to evaluate the status of the project. The information and findings shared in this report could be used as a basis to guide the visit. **Appendix D** outlines some recommendations for the Monitoring and Evaluation visit.

The status of the Scala Project as of December 2006 falls under three categories:

- *The Scala Project is not yet saturated nationally.*
- *Local Scala Volunteers can be used to expand the project.*
- *Current CLTCs will continue to operate but are continuously declining in value to the youth.*

The Scala Project is not yet saturated nationally.

At the end of 2006 it was identified that between 5 – 10 communities were interested in setting up a CLTC. Additional computers are available at the National DSWD Office. To date, EWB has not been informed of any new CLTCs. New CLTCs are unlikely to be set-up due to the challenges with national and regional involvement.

Local Scala Volunteers can be used to expand the project.

In Year 4, EWB focused mainly on developing the system and capabilities of the DSWD to do local replication of the Scala Project. This was a risk since it was not certain that the set-up of new CLTCs could be implemented well by the DSWD.

The system for project expansion had previously been driven by EWB. In year 4 this was adjusted so that the DSWD could drive project expansion. The concept of local Scala Volunteers was piloted with successful results. Local Scala Volunteers were developed from the pool of Computer Trainers and Centre Managers from existing CLTCs. These Scala Volunteers were then placed in new communities and assisted in the installation of a CLTC. The roles these Scala Volunteers played were similar to that previously filled by EWB Scala Volunteers and the new system was successful.

Each CLTC is relatively sustainable – the Scala Project was designed so that CLTCs who be sustained locally once the set-up process was completed. Through-out these years, only the local DSWD has been involved in CLTC Implementation.

Current CLTCs will continue to operate but are continuously declining in value to the

youth.

CLTCs are implemented by local champions who go above and beyond their job because of their commitment to Out of School Youth and the Scala Project. Local DSWD offices will continue to select and train new youth, but as the computers decrease in value and the needs of the Out of School Youth change the CLTC staff will need to innovate, the CLTC model for training will need to be adapted and new resources will need to be acquired. Whether the CLTC staff will adapt to these challenges and capitalize on new opportunities remains to be seen.

5. Conclusion

This report was an attempt to capture the Scala Project – the key components, project results that have been measured, and the evolution of EWB's involvement. The Scala Project is complex; this report attempts to outline the key points necessary for EWB to understand the project, our activities and resulting outcomes.

The measured results demonstrate that the Scala Project was successful in scaling up across the Philippines and reached 27 communities by the end of December 2006. The results also demonstrate that the Computer Livelihood Training Centre model is successful in terms of impact on out of school youth. By December 2006, 2,400 youth will have graduated from the CLTC training program, 49% of these youth with either return to school or find employment within six months of graduation.

Challenges in project implementation were outlined in three areas: Impact on Youth, CLTC Operation and New CLTCs. Most of the challenges faced, were common to development projects for example the trade-offs in selection of project beneficiaries. EWB faced greater challenges in phasing out of the Scala Project. The challenges EWB faced were due to two reasons:

- The Scala Project developed in a manner that was driven by EWB. EWB faced considerable challenges when phasing out because the DSWD's current system for managing projects is not suited to addressing the unique needs of the Scala Project.
- The organisational capacity of the DSWD (mainly in terms of human resources) restricted our ability to work with national and regional champions.

What are the implications of these challenges?

To avoid these challenges it is best to collaborate more with the partner from the outset. This would allow the Scala Project to evolve to suit the current capabilities of the DSWD. Although increased collaboration could potentially come at the cost of decreased impact on the youth—potentially less centres set-up or a different CLTC model—but it would ideally mean that the project would be sustained.

EWB took a risk with the Scala Project. We learned as we went along and adapted our approach and the CLTC model. This risk will be evaluated more fully during our Monitoring and Evaluation visit. However, at this time it is expected that the 27 CLTCs will continue to operate and youth will continue to benefit from this innovative project. Three predictions for the project are listed:

- The likelihood of project expansion is low – despite an apparent interest and ability to implement this locally.
- Innovation of the CLTC model is not broadly expected (with minimal project coordination at the national level and challenges of human resources at the regional level).
- Each CLTC is expected to last 5 – 10 years. As the livelihood situation changes in the Philippines, computers break, the CLTC model will need to adapt and evolve. Although local DSWD staff are incredibly dedicated and resourceful people, it was observed that outsider support can inject the energy or perspective required to continue successful implementation.