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**FADCANIC Capacity Building Activity  
Quarterly Report  
July 1- September 30, 2012**



Submitted by:

**American Institutes for Research (AIR)**

## SUMMARY OF THE PROJECT

Title of Project: FADCANIC Capacity-Building Activity under the EQUIP1 Project “Expansion of Centers of Excellence in Nicaragua with Emphasis on the APA Methodology (EXCELENCIA)”

Main Contractor: American Institutes for Research (AIR)

USAID Cooperative Agreement No. GDG-A-00-03-00006-00

USAID Nicaragua Cooperative Agreement No. 524-A-00-06-00004-00

Reporting Period: July 1- September 30, 2012

Budget: \$881,113

Start Date: July 15, 2011

End Date: Nov 30, 2014 (of the current contract under EQUIP1)  
Jan 15, 2013 (end date of current approved activities)  
Sep 30, 2013 (proposed end date of activities under proposed no-cost extension)

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## **EXECUTIVE SUMMARY**

The FADCANIC Capacity Building Activity is an 18-month activity funded by USAID/Nicaragua under the EQUIP1/EXCELENCIA Project, implemented by the American Institutes for Research (AIR).

The Foundation for the Autonomy and Development of the Atlantic Coast (FADCANIC) is a civil society, non-governmental organization located in the multi-ethnic region of Caribbean Nicaragua. The organization is a major implementer of development projects in this region of Nicaragua, with a particular focus on environmental, agricultural, education, and youth development programs, and funding from diverse organizations and funders.

AIR provides FADCANIC with technical assistance in institutional and programmatic areas to manage USAID funds according to USAID standards. The objective of the activity is to strengthen FADCANIC's capacity to manage USAID funds, and to know, master, and comply with USAID's complex requirements for adequate program implementation, including reporting and achieving results.

AIR assists FADCANIC in developing management practices in the areas of administration and finance, personnel management, monitoring and evaluation, and strategic planning. AIR also provides technical programmatic assistance in approaches in working with youth to develop activities that will introduce life skills and better employment opportunities.

The agreement modification initiating the activity was signed in July, 2011; implementation and technical assistance were then scheduled to be completed by the end of calendar year 2012. In June 2012, AIR submitted to USAID a request for a no-cost extension through June 2013 for the activity, to enhance impact and allow time for close-out. The currently proposed no-cost extension would see the project close in Sep 2013 with major activities ending in June 2013 and sometime reserved for the close-out of the entire EQUIPQ1 mechanism.

Activities under each result during the July-September 2012 period are described below.

### **RESULT 1: FADCANIC's ORGANIZATIONAL, MANAGEMENT, MONITORING & EVALUATION SYSTEMS IMPROVED**

#### **3.1 Administration and Finance**

In this quarter, the **baseline report** for the baseline evaluation of relevant areas in Administration and Finance for the OCA tool was finalized and submitted as part of the background documents that comprise the update PMP. (The original evaluation was carried out in March 2012).

Moreover, local consultant Jose Antonio Cordoba carried out an **evaluation and follow-up about the implementation of the FADCANIC manuals** on Policy, Norms and Procedures for Administrative and Financial affairs (which were finalized and distributed in October 2011) in close coordination with Fadcenic's Thalia Coe. This activity consisted in the conducting

individual evaluations of staff's knowledge and implementation practices of the policies and norms spelled out in the manuals, tailored to the specific position of the evaluated staff. This information is intended as a critical feedback for FADCANIC to see to what extent the procedures in the manuals have been internalized.

The evaluation was carried out in two phases. First an initial evaluation and gathering information about the extent the different staff members have been involved with using the manuals and a second phase in which participants were directed to (re)-reading the manuals and to complete the evaluation forms again with feedback.

This evaluation took a long time to complete because of the following complexities: a) the personalized character of the evaluation, b) the three locations in which it had to be carried out (Bluefields, El Rama y Managua), c) taking account of the time constraints of the interviewees so as not to interrupt their regular activities (Most of the process completed by the end of September although the last evaluations were completed in early October).

While it has to be noted that some staff members displayed a lack of interest in participating in the second phase of the evaluation, overall the effort has proved to be very valuable, raising the knowledge and awareness of staff members of the tools created by FADCANIC through USAID funding to help in their jobs.

After analyzing the results we can observe the following specific achievements: On aggregate all the evaluated staff members improved their capacity from Basic (41-60% of correct responses) to Moderate (61-80% of correct responses); the staff members in the Administrative-Finance area improved their capacity from Moderate (61-80% of correct responses) to Strong (81-100% of correct responses).

Moreover, Mr. Cordoba conducted **a refresher workshop with the Finance Manager and EduExito Accountant about USAID policies, norms and procedures** in the Finance and Administrative areas. Materials were developed and shared with the participants for future reference.

**A follow-up review was conducted on FADCANIC staff work contracts** in August (initial evaluation carried out in February). This is a cross-cutting activity with the HR area. Within the HR area this was identified as one of the weakest initially, which is why a follow-up review seemed indicated. The following positive results were observed:

- **Model contract:** It was developed according to the requirements of the Ministry of Labor and has the sufficient clauses that inform about and bind both parties to their respective duties and responsibilities.
- **Implementation Status:** It is in the process of being completed for all staff member, with only a few regions not yet fully completed (Wawashang, Pearl Lagoon) at the close of this reporting period.
- All the staff members working on the EduExito project have a contract that has been duly signed by both parties.

Activities planned for next quarter:

- Receive training on TraiNet; gather necessary detailed information from all consultants and data entry.
- Work in coordination with Thalia Coe to determine what procedures may need modification based on the findings of the evaluation carried out in this quarter and prepare proposals for approval for the FADCANIC leadership.
- Prepare training materials about Admin-Finance procedures in accordance with the manuals including any possible modifications and updated that were deemed necessary.

### **3.2 Personnel Management**

In this quarter the Human Resources Baseline report was finalized for inclusion into the PMP. Moreover, the HR specialist Dominique Carlier worked with Strategic Planning specialist Pedro Aviles to identify and list main activities and action items to be implemented as part of the 5 year strategic plan for FADCANIC.

In parallel to work plan development, training materials for FADCANIC managers and employees were prepared (Pilot to take place in November 2012 for both RAAN and RAAS). As part of these preparations which were conducted in close coordination with Thalia Coe and Wellene Campbell, the following activities were carried out:

- a) Training to All Employees
  - Review of FADCANIC policies and procedures (provided to all employees)
- b) Training to be provided to Managers:
  - Review of FADCANIC policies and procedures (provided to all employees)
  - Review of Performance Management Process
    - Review of process
    - Coaching techniques for performance management and employee development
    - Review of Performance management template to be used as standard
  - Review of Recruiting and hiring process at FADCANIC (based on the policies and procedures established 2011)
    - Review of process
    - Interview techniques

As in all areas, FADCANIC was heavily engaged in proposal development and response times to emails and requests for comments took very long (it can take a week just to receive an acknowledgement that an email has been received or for example a reply to advise that an attachment has not been received). It is also not clear yet how empowered the HR manager already is in her role.

#### Overview of Additional tasks to happen during Nov. 2012 trip

- Audit on Job descriptions – 1) review of employee files 2) Verification all positions have a job description; in November 2011 it was close to 90%. Part of the manager/employee

training on policies and procedures will be to increase awareness around job descriptions and their availability as a professional tool.

- Review of Recruiting and hiring process at FADCANIC (based on the policies and procedures established 2011). The objective of the Manager training to be rolled out as a pilot is to: 1) Review what the different steps of an interview process and the overall procedures of FADCANIC as currently laid out in their newly designed policies; 2) train managers understand how to conduct interviews and make sure job descriptions are lined for positions being recruited for.
- Workforce planning and staffing plan: Workforce planning and staffing plan will be easier to create capacity once the 5 year strategy for the organization is finalized, with a clear sense of business development, workforce planning and succession planning.
  - Action items to happen Oct- Dec. 2012 1) create an exit interview form (for face to face) or a monkey survey base questionnaire to monitor departure and assist with staff retention. Staffing Management will be a long term goal or one that will need to be addressed after certain items have been addressed such the full implementation of the employee database which was being rolled out May 2012. 2) Meet with Thalia Coe to discuss the concept of Workforce Planning and Succession Plan.
  - Discussion will be around assisting with the concept of 1) creating a staffing plan (project and business development based); 2) Lining up all staff members according to their project and end dates of projects: a) Identify skills on demands (i.e., measure and evaluation, teachers, teacher trainers, etc.); b) Align business development needs and forecast to current internal supply of skills, c) Assess if staff not fully utilized can be crossed shared among projects (i.e., different funders with different contracts restrictions – are they allowed to do that?); 3) Aligning business development forecasts to staffing needs and anticipated recruiting needs; 4) Creating a succession plan: a) Identify keys positions and timeline for actions, b) identify potential successors (internal and external). These different activities will be easier to create once the 5 year strategy for the organization is finalized and should be initiated in the early part of January 2013.
  - Goal for November/December 2012 - Provide Leadership representative with a few tools on how to approach succession planning at the different level of the organization, which will also allow them to identify “High Career Potentials or Key Talents”. 2013 could be about them going through the exercise, with the assistance of an outside facilitator.
- Employee Training on Policies and Procedures to ensure all employees’ awareness (Nov. 2012): 1) Moving forward training to be used by HR Representative to assist with review of Policies and Employee Handbook for all new employee; 2) objective will be that by Mid 2013 the Internal Work Policies has been reviewed and shared across all offices.

- Action times over the next three months (Oct. Dec.): 1) Train the Trainer for Wellene and Managers to be able to take it back to other offices; 2) Create a form for all employees to sign and acknowledge review of policies; make sure forms are placed in employees' files; form will also be part of orientation with each new employee who will receive a copy of the policies handbook; Ensure employees have full access to policy manual especially as it gets revised or edited; 3) Review Induction program and see where Wellene is at with its finalization, approval and the implementation; All new employees need to receive a copy of the policies and sign acknowledgment form – First Quarter 2013; 4) Create short modules to assist managers in reviewing policies with employees (i.e., through weekly meeting in their respective offices, small introduction, review of individual sections at a time, focus on themes such as workplace environment, performance, time management, etc) – First Quarter 2013

- Performance Management

Drafted new performance management forms defining project goals and employee personal development; waiting for feedback from Thalia Coe.

- Action items for next three months (Oct. Dec.) -Once approved, the forms will be incorporated as part of the November training on performance management concept and tools for managers. The objective will also be to train the HR Representative on how to facilitate it moving forward. A shorter format version for employees will also be created so they understand the concept of performance management.

### **3.3 Monitoring and Evaluation**

M&E consultant Jairo Luna held two workshops on Basic and Intermediate EXCEL for staff in the RAAS (26-27 July) and the RAAN (7-8 August). A total of 29 participants benefited from the course (21 women, 8 men).

For the next quarter two more workshops (this time longer: 3 days) are planned for youth and FADCANIC staff in Wawashang and Pearl Lagoon. Moreover, Jairo Luna will provide specific support in EXCEL/database/M&E issues to be coordinated with different project managers in FADCANIC. Moreover, another workshop on Basic M&E concepts will be held by Sadya Jimenez for staff in the RAAN in the next quarter.

Most other M&E activities fell under the cross-cutting activity “Baseline data collection for the new youth project”. Please refer to the Youth Development section for details.

### **3.4 Strategic Planning**

During this quarter, the main activities included the completion and distribution of the first draft of the strategic plan, a three-week long site visit to collect feedback on the plan, collect missing data, fine-tune details and plan for next steps. In early September 2012, a copy of the draft was distributed to the board of directors and members of the Strategic Planning Team for their review and subsequent feedback. However, during the site visit of Pedro Aviles he learned that, by and large, not everyone who received an electronic copy of the document had taken the time to read and review its content, with the exception of the staff members of the RAAN, who were eager to show their changes and additions to the plan. This certainly also had to do with the need of FADCANIC to focus on completing the proposal for the new project.

The site visit proved to be very beneficial in collecting data related to two strategic goals which were missing and that were difficult to collect by other means. The site visit also helped to gauge the level of ownership of the plan on the part of key program leaders. The one-on-one interviews that Pedro Aviles conducted allowed him to share details of each of the strategic goals for the next five years, answer questions and to listen to concerns about the plan. By and large we are very satisfied with the level of ownership manifested by FADCANIC staff. In addition, it is has become evident that certain tasks and activities contained in the plan are already in motion and staff has high expectations, especially in the RAAN.

Another important development was the set of one- on-one meetings with FADCANIC senior leadership and technical staff. Not only did they fill in the missing information but also shared their concerns and questions regarding the process.

Another main activity was a set of meetings and telephone and email conversation with the local consultants in the project. These meeting were extremely useful to assess the implementation, monitoring and evaluation of the activities of the Education for Success (EFS) project.

Finally, another significant activity was the completion and distribution for review of the second draft of the strategic plan. The second draft incorporates all the data collected in the three-week long site visit in late September and early October. This draft will be the document to be reviewed, amended and approved by the board at their next board retreat.

Although the planning process was significantly delayed in at least two occasions due to other demands, in retrospect these delays helped others get involved in the planning process that otherwise would have been excluded. Part of the progress includes the fine-tuning of the different aspects of the plan, especially those areas that were not clearly defined in the first retreat of the board of directors in early June 2012.

The follow up meetings in the RAAS and the RAAN served to obtain the missing data but also to fine-tune tasks and steps necessary to accomplish each of the five strategic goals contained in the plan. For example, the two programmatic goals (education and forestry/environment) of the plan had specific steps to accomplish each of the goals but were missing the tasks and activities required for achieving the stated goals. The series of meetings that were held with the directors and lead persons of these two projects

were critical for both the content and the sense of ownership of the plan. Related to this accomplishment was the identification of a set of initial indicators that will be used to measure levels of success in accomplishing the goals and objectives contained in the plan.

We feel confident that since the strategic plan is a product of a highly participatory process, the final plan has a good chance to serve as an effective guiding document for the next three-five years.

As in other areas, there were significant delays and meeting cancellations experienced during the three-week visit as a result of the proposal preparation process for the Education for Success project. Another issue is the need for a monitoring and evaluation plan for the plan itself. Lack of clarity as to who will have this responsibility within FADCANIC staff for the different areas is complicating this effort. We expect that once the board of directors has approved the strategic goals and the necessary steps to accomplish the goals, decisions on the monitoring of the plans progress will be decided upon.

#### Next steps

There are at least three activities that will take place in the next three months: the board retreat to review and amend the second and final draft; designing a process for the rollout of the plan and the identification of the needs on part of the staff for the successful implementation of the different tasks and activities contained in the plan. The final draft is expected to be ready for distribution among stakeholders the first week in December and the rollout will begin in early January 2013, the year that the plan is supposed to start. Also, Pedro Aviles will assist with the drafting of a financial sustainability plan for each of the five goals contained in the plan, and advise together with others on the development of indicators for measuring progress on the plan's implementation.

## **RESULT 2: FADCANIC's CAPABILITY TO IMPLEMENT YOUTH DEVELOPMENT PROGRAMS IMPROVED**

The lead youth consultant for the project Ivette Fonseca worked hand in hand with the FADCANIC's technical team and in coordination with FADCANIC's Director and Thalia Coe to discuss and agree on priorities for support in this areas as well as establishing time lines and coordinating with the M&E consultant in the cross-cutting support area of assistance in the baseline data collection for the new youth project. Also this area saw many delays and postponement of agreed activities due to the heavy engagement of FADCANIC staff in preparation for the proposal.

Despite these obstacles, the following technical assistance processes were carried out:

- i. Activities articulation with other AIR staff and consultants managing ongoing technical support processes.
  - o *a consultancy on technical support to M&E was designed, organized and monitored on its on-going execution.* Terms of references were developed by the consultant and submitted to the Program Manager and approved for posting it among specialists in this area. Two technical offers were revised in detailed with the Program Manager and the selection criteria were

documented (June 20<sup>th</sup> – July 19<sup>th</sup>). A working plan and budget was developed with *Joel Zamora*, the selected expert (July 20<sup>th</sup> – Aug 8<sup>th</sup>) and coordinated with FADCANIC's direction and technical team achieving a common understanding on goals to pursuit.

*-a consultancy on technical support on Skills for Life was designed, organized and provided feedback to assure expected results.* Terms of references were developed by the Ivette Fonseca and approved jointly with the Program Manager. An expert on Education and Pedagogy, *Sonia Duran*, was selected. A working plan, budget and training workshops were revised and approved. (July 7<sup>th</sup> – Aug 12<sup>th</sup>).

*- a technical dialogue (June 19<sup>th</sup> – Aug 8<sup>th</sup>) was developed with Dr. Elizabeth Spier (AIR consultant) to organize her training activities on Social and Emotional Learning approach with technical team members, CAYAC members, teachers, students among others in an articulated way with Sonia Duran on Skills for Life approach ( Aug 11<sup>th</sup> –Aug 24<sup>th</sup>). In this area Ivette also held several meetings with UNPF<sup>1</sup> to assure basis of cooperation with FADCANIC's Life Skills program.*

*-initial contacts have been established to collect documents on Code of Conduct and Children's Protection Policy (from Aug 15<sup>th</sup> ; ongoing). Ivette Fonseca established cooperation with 3 NGO's to examine their Code of Conduct documentation at institutional level.*

- *meetings were held with Pedro Aviles, AIR consultant, to coordinate the inclusion of youth programming perspectives in FADCANIC's strategic planning.*
- *2 draft documents have been edited (Lifeskills program and Youth successful stories) to assure the quality of the content.*

#### *Issues and challenges*

- *Minimum feedback from FADCANIC during this quarter to technical proposals submitted limited the execution and technical decisions to be undertaken jointly.*
- *Delays caused several adjustments to technical proposals already agreed on and to dedicate more efforts of coordination between FADCANIC and the M&E specialist.*

#### ii) Technical accompaniment to develop Life Skills as a documented project's strategy has been provided in coordination with other consultants<sup>2</sup>

*-A draft of a LS program has been elaborated and its revision is an ongoing process among FADCANIC's staff, AIR staff and the consultant, as well. The document contains a conceptual framework of LS and methodological and organizational strategy to develop the 5 capacities prioritized with/ within the target group of youth. Also techniques to develop activities and recommendations for parents and families are included in each of the sections.*

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<sup>1</sup> The United Nation Population Fund (UNFPA in Spanish).

<sup>2</sup> Sonia Duran was hired as a consultant to facilitate this process. Dr. Elizabeth Spier was invited to introduce the approach SEL. Both approaches were introduced to FADCANIC staff.

*-Approximately 234 participants from Bluefields, Pearl Lagoon and Wawashang Center exchanged and learned on Life Skills (LS) and Social and Emotional Learning (SEL) approaches (Aug 13<sup>th</sup> – Sept).*

*- A five days' workshop on LS was held with 21 FADCANIC staff, members of CAYAC and volunteer parents to be trained as facilitators in Bluefields, Kukrahill and Pearl Lagoon. (Aug 13<sup>th</sup>-17<sup>th</sup>).*

*-Series of meetings and interviews with program staff were developed to assess FADCANIC's needs and experiences on LS as a cross cutting axe of EduExito project completing the feedback to the draft of LS program (Aug 13<sup>th</sup>-Sept).*

*-Techniques on SEL were introduced to FADCANIC staff and staff who support FADCANIC programming and series of meetings and focus groups with program staff and youth to assess SEL needs and interests (Aug 13<sup>th</sup>-22<sup>th</sup>).*

*-A workshop with 36 youth leaders, volunteer beneficiaries and staff was held to train them as facilitators in the implementation of the methodological tool "Telarana"<sup>3</sup> to promote youth participation with quality standards. This group is in charge to disseminate this knowledge among the target group and to show it as a tool to build up opportunities to express themselves in an assertive way about their needs and demands.*

*-A close cooperation with Programa Voz Joven-UNPF and Municipal Youth Houses<sup>4</sup> has been established with FADCANIC-EduExito Project that will provide support to sustain the training sessions and opportunities to involve other youths in the working areas.*

#### *Progress during these 3 months*

*-FADCANIC has documented its experience on LS and counts with a guide for staff, CAYAC members, volunteer teachers and parents to guide and organize accompaniment to the target group.*

*-Documents on similar approaches on LS from other projects and institutions were identified, compiled and delivered to FADCANIC's technical team.*

*- Shared simple techniques to support SEL that can be used by program staff, other adults such as parents, and youth.*

*-LS' capacities (5) prioritized in this process have been documented conceptual and methodologically to articulate FADCANIC's youth programming and activities with beneficiaries and families.*

*-LS's capacities (5) prioritized are already included in the design of new indicators of M&E system to be monitored assuring FADCANIC's accountability in social changes towards youth and donor.*

#### *Issues and challenges*

- Despite FADCANIC has been working on LS in EduExito project it does not assured that all its staff and volunteers managed the approach to provide a qualified accompaniment to adolescents and youth beneficiaries.*

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<sup>3</sup> A successful methodology developed by Save the Children at international level and piloted in Nicaragua with the active participation of adolescents and youth leaders since 1996.

<sup>4</sup> Run by municipal governments providing local, staff and a small budget for activities planned by youth.

- All staff and volunteers need to manage this program and to increase their knowledge on Children Right's, Human Development, among other topics to work with youth-at risk.
- LS program may need adjustment after reviewing final details of the approved extension/expansion of the project in 2013-2017

*Progress expected in next 3 months*

- A version to publish LS FADCANIC's program will have to be designed, edited and disseminated.
- The implementation of LS program will be organized and implemented by project's staff and it is desirable to place technical support in terms of training, monitoring and methodological documenting efforts.
- With Dr. Elizabeth Spier inputs has been planned to devise a preliminary plan to map needs and programming options for LSE and SEL (integrated).

iii) A technical support to the areas of M&E system, its PMP and data base as it pertains to FADCANIC's USAID funded youth at risk program has been provided and organized.

*-a revision of M&E system of EduExito project was achieved jointly with the FADCANIC's M&E Specialist, Henry Myers, developing a diagnostic on its strengths and weakness as system.*

*-a revision of M&E system and its PMP was developed as training and updating sessions (2) for FADCANIC's M&E Specialist. Weakness in the data collection flow, the use of data formats, and lack of quality data in a not systematic collection way on youth changes were identified jointly as part of the training in M&E system.*

*- an assessment report on results achieved during the first phase of USAID's funded youth at risk project 2010-2012 is an ongoing task due the lack of a database.*

*- a sample of successful youth achievements attended by EduExito project was developed. These success stories show in an exemplary fashion the difference the project has made in the life of youth beneficiaries. Currently, the document is edited and layout is complete; it is undergoing review from FADCANIC and AIR before a final version will be send to USAID for comment.*

*-an updated Base Line data collection work plan has been developed but will need to be completed after being able to review the approved version of the new EduExito project.*

*Issues and challenges*

- AIR had not received the parameters or close to final draft for the new project by the end of September which delayed the design of pertinent aspects of the M&E system based on the fulfillment of expected results and a resulted in a delay in activities in the contract with Joel Zamora.
- Due to the delays in starting with the baseline data collection this quarter, strong rains and hurricanes threats which are stronger during the next quarterly period may result in further delays in the execution of the Base Line.

### *Progress expected in next 3 months*

- a Spanish and English version of “Youth Success Stories” will be published and disseminated among youth, communities, schools, NGO’s and governmental institutions to evidence good practices and changes in adolescent and youth’s lives by EduExito project.
- A design of new indicators and procedures to measure expected social changes among youth target group based in an effective and sustainable accompaniment and monitoring system will be develop starting in October after USAID has approved the extension/expansion of EduExito project. This approach will consider the updating of the role of the CAYACs, selection criteria for beneficiaries and defining better the expected changes that the project will make in youth lives and their communities.
- Along this, discussion sessions will be held on planning, monitoring and evaluation of expected results already defined for 2013-2017 with the project technical team and FADCANIC’s Director.
- In November training will take place for those who will collect the survey information in 5 municipalities, Bluefields, Kukrahill, Pearl Lagoon, Corn Island and Desembocadero.
- By the end of the year the Line Base information will be analysed and a manageable Data Base and indicators will be developed.

### iv) Reports of AIR’s technical support outcomes achieved were developed on behalf of FADCANIC’s institutional strengthening.

- A summarized report was developed and presented to USAID Embassy team highlighting strengths, weakness and priorities of EduExito project developed by this consultant during her first contract. This presentation was requested by the donor within the period of an extension/expansion of the project assigned to FADCANIC (Aug 17<sup>th</sup>).
- Two summarized report were developed and presented to FADCANIC’s Director containing the suggested priorities on AIR’s technical accompaniment for the rest of 2012 on youth programming (July 30<sup>th</sup> and Sept 19<sup>th</sup>).
- A summary of training sessions during this quarterly period was developed to be reported to USAID’s TRAINET (Sept 29<sup>th</sup>).

### v) Other capacity strengthening activities in the area of youth programming in coordination with FADCANIC and AIR has been oversee and organized.

- The development of a Code of Conduct was oversee but postponed by the reasons already explained.
- A session exchange between Club Infantil <sup>5</sup> and youth interested to develop a Youth Communicators Network was not possible to organize in this quarterly period.
- The completion of design of the Study on Youth Needs was postponed to mid-September due the reasons explained and the researcher timing.

### *Issues and challenges*

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<sup>5</sup> A former local partner of AIR during the ENTERATE project with very innovative Youth initiatives (working in Jinotega).

- Next quarterly will have certain limitations on timing due the new project phase is starting and the year is ending with a short December period due holydays for staff, schools and public in general. It will limit number of AIR's strengthening activities in this period.

## **PROJECT MONITORING AND EVALUATION**

A final revised PMP including baseline narrative reports supporting the baseline ratings using the OCA tool (with a customized 4 Level narrative description of the Youth-programming area in the OCA format) together with a revised and updates work plan were submitted to USAID on July 30, 2012. These documents as well as project achievements so far and plans and proposed future plans were discussed at the mission in Managua in an annual implementation review meeting attended by Alicia Slate, Alicia Dinerstein, Ivette Fonseca and Markus Broer.

## **ACHIEVEMENTS AND LESSONS LEARNED**

Please refer to achievements described in the individual sections.

A lesson learned is not to overestimate the absorptive capacity of local organizations like FADCANIC for capacity building activities. Even during normal times (which this quarter was not due to the heavy additional engagement in proposal preparation activities) staff are busy and when technical assistance should reach several staff members at the same time or require the input of many, delays need to be expected and work plans developed with this in mind. We believe that extending the project's support activities as proposed will be in the end more helpful to FADCANIC than a quicker and more tightly packed implementation schedule would have been (even if this would have been possible).

## **ACTIVITIES PLANNED FOR NEXT QUARTER**

Please refer to the individual sections.