



**USAID**  
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UNIDOS DE AMÉRICA



# **Improving Education for Work, Learning and Success**

## **Quarterly Report January 1 – March 31, 2014**

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# Proyecto METAS

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## Section 1: Introduction

The project continues to achieve its goals and exceed expectations as the end of the project comes near. At the end of March 2014, the project staff has focused on providing added value to the different interventions and sustainability through various strategic partners.

This report highlights the surplus of 9 of the 10 indicators and the last remaining to fulfil (Number of at-risk youth who receive the Career Readiness Certificate) is located at 66% of compliance with the overall goal. This document also highlights the visible results for each of the components of the project.

## Section 2: Technical Activities

This section describes the main activities implemented as well as the progress towards the results achieved in the second quarter of year 4 of Proyecto METAS.

### Result 1: At risk-youth support services

#### *1.1 Technical assistance and support to NGOs partner.*

During the second quarter of year 4, we continue with the programmatic technical assistance to sub-granted organizations, managing to maintain satisfactory compliance indicators of "Young beneficiaries" and "Young graduated beneficiaries" from the different service offerings to support the development of youth. On February 14, five (05) NGOs: FOPRIDEH, CIPE CONSULTORES, CASM, CHILDREN INTERNATIONAL and RETE successfully completed the sub-grant with Proyecto METAS, meeting their objectives in benefiting and training youth at-risk. In addition to the technical and financial support, a Workshop on Monitoring and Evaluation was carried out in order to continue the Institutional Strengthening Plan, with the participation of Emily Morris from the office headquarters and the M&E team from METAS; along with the Reflection Workshop and the Closure of 5 NGOs that ended on February 14.

During this quarter work was done on the development of the Virtual Learning Platform, for the use by the organizations, which was socialized to the organizations in mid-March in order to serve as a site for the NGOs to access information and resources on different topics and they can continue being trained through short courses offered on the platform. To visit the page of the Online Learning Community, please go to the following link: <http://ongaprende.edc.org/>.

#### *1.2 Training of young beneficiaries.*

The organizations of the first round (RFA1) with greater contribution of compliance were: Children International, CASM and Cipe Consultores, with an accumulated of 4149 beneficiaries and 3324 graduates at the end of the two-year sub-grant with Proyecto METAS.

The organizations of the second round (RAF2) with the greatest contribution to the fulfillment of these goals in the current quarter are UNITEC, Comisión Cristiana de Desarrollo (CCD), Centro de Desarrollo Humano, y Cruz Roja Hondureña (subsidiary La Ceiba).

The 11 NGOs of METAS provided training to young beneficiaries in the following areas: Citizenship Education, Youth Impact Clubs, Tutoring, Awareness and Training on Disability and Human Rights, Entrepreneurship and Job Placement, Design and Management of Local Economic Policies and Behaviors, Positive Life Styles, IT/Computing, Electric, Bakery, Auto Mechanics, Beauty and Cosmetology, Customer Service and Sales, Logistics, Refrigeration, Bakery, Cellular Repair, Steel Structures, Crafts, Dressmaking, Photography, English, Video, Graphic Design, Industrial Mechanics, Business Administration & Jewelry .

It was also very important during this process, the life skills training offered by partner NGOs, which included: Values, Gender, Human Rights, Social Skills, Leadership and Self Esteem, Sexual Education, Arts, Culture and Sport, Drama, Dance, Singing, Community Development, Volunteering and Identity.

These young populations trained with USAID funds through METAS, have acquired new knowledge and skills that have enable them to improve their standard for employability and to perform productively, whether as an employee or as promoters of their own formal or informal businesses, thereby helping to increase their chances of employment in positive activities.

### ***1.3 Learned lessons***

- Identify mechanisms that allow the proper selection of the young beneficiaries and ensure the completion of their training process in order to reduce the partial or total desertion.
- It is necessary to have constant communication with the technical teams of the NGOs and implement a monitoring plan for field training activities of the youth, to verify the correct implementation of training programs and the quality of the training services offered to youth.
- Create links from NGOs with the local community partners facilitates the implementation of training activities.
- Add in the NGOs project proposals, initiatives that complement the training as work linking for youth and support them in the process by other components.

### ***1.4 Challenges***

- In many cases the project staff of the NGOs fulfills various functions in the organization which limits an efficient implementation of both technical and financial activities of the funded project.

### ***1.5 Planned activities for the next quarter***

- Quarterly Meeting with the purpose of evaluating the progress of the projects and to exchange experiences in the execution of the activities on behalf of the young at social risk, data of employability and internships and socialization of the final report to NGOs.
- Workshop on the issues of Human Resources and the Diversification of Funds whose objective is the institutional strengthening through the implementation of successful practices, the use

of tools and methodologies for recruitment, selection and the contracting of their staff, their evaluation and the diversification of funds. This is aimed to the staff of the area of administration and finance.

- Monitoring and technical assistance to Centro Cristiano de Desarrollo (CCD) on the preparation of their final technical and financial report of their sub-grant expiring on April 30, 2014. The execution period for this NGO was reduced, since their technical activities will be completed by April and there was no justification to only continue covering administrative and personnel costs.

## **Result 2: Strengthening Alternative Education Programs**

### ***2.1 Strengthening of local School Management Committees.***

Within METAS exit strategy framework, during January 87 members of school management committees were trained through "Institutional Strengthening" workshop that was implemented in each city, successfully identifying the progress, strengths and building a critical route per committee to address the areas that need improvement. As a result, the level of organization and management has been improved in each committee, plus there is greater involvement of community leaders as members of local councils (patronatos), churches in improving the conditions of the alternative programs.

150 guides were distributed with 7 tools for the educational management in communities and as a result of this meetings there is a greater participation of members of the committees in actions oriented to improve the functioning of the PAE regarding the elaboration of the participatory diagnosis, action plans, profile of micro projects and resource mobilization, among others.

Likewise, voluntary work, which improves the sustainability of the activities and their quality, especially those related to the management committee capabilities inside and outside of the community. This was achieved with the strengthening of the identity of the committees and the role of volunteers in education through products like shirts, stamps and a slogan.

### ***2.2 Training of Facilitators of Alternative Education Programs***

47 facilitators from the three cities of influence of the project were trained in the Module I and II, through the implementation of the third promotion of the Diploma in "Social Skills and Methodology for the Facilitation of Learning Processes" which CREFAL certifies. As a result, the facilitators master and apply new approach strategies, they have strengthening the communication and the leadership skills with students. In addition, they implement educational projects geared toward the strengthening of value, sports and cultural activities, in the first module more than 900 young students from 14 alternative programs were benefited.

### ***2.3 Improvement of extracurricular opportunities for students in alternative programs.***

Through the process undertaken by the committees and the alliances with other local institutions the academic offerings of some other centers has expanded providing training opportunities for students. For example, in Tegucigalpa, 255 young people are receiving classes in drawing, painting and reading

and are being benefited with the opening and operation of a new community library. In San Pedro Sula 420 young people from 5 centers are conducting a campaign of values and workshops of the reuse of objects with the objective in order to promote respect for the environment, generate income and/or embellish spaces of the educational centers. As a result it has improved the attitude of respect between the students and the communication skills and peer learning. The methodology used to develop this campaign values is called "Peer Methodology" since it is carried out by young people in an attempt to replicate in their schools and communities what they learned.

#### ***2.4 Beneficiaries enrolled and graduated students.***

During the current quarter, 473 young people were enrolled in PAE, for a total cumulative of 8,560. In relation to the indicator of graduates 3,119 young people approved their school year in the PAE and graduated, for a cumulative total of 4,563 during the life of the project (total percentage reached 109% with respect to the overall goal).

#### ***2.5 Lessons learned***

In regard to the organization and strengthening of local committees of education:

- It is appropriate to renew the seedbed of local leaders engaging and training young people of the community with sensitivity in the area of education
- Inform leaders organized of the community on the scope of the project and involve them in the implementation of activities in order to avoid predispositions or misunderstandings.
- Identify NGOs present or near the community and involve them as operational partners to achieve the sustainability of successful processes implemented by the project.
- With this kind of projects it is necessary to implement comprehensive strategies for the population of alternative programs that treats the subject of internal motivation, the strengthening of basic skills and other skills through the offer of extracurricular activities that provides access to new opportunities.

In regard to the facilitators:

- There is local human resources with a social sensitivity and willingness for community work that deserves training, encouragement and recognition to maintain motivation for volunteering to enhance the sustainability and quality of the offer of alternative programs.

In terms of alternative programs and the Secretary of Education

- The Alternative Programs have an agenda of common priorities and needs, but each works in an isolated manner to achieve it. The Facilitation of meetings for the analysis of needs and solutions, as well as the coordination of joint work helps overcoming the difficulties and improves the ability to coordinate work with the Secretary of Education.
- To strengthen the Alternative Programs supported by the District Education Directorates, is necessary to reinforce the experience of successful coordinated work and support for these programs to replicate these good practices.

## **2.6 Challenges**

- The different contextual factors that adversely affect the enrolment and retention of the students of the alternative programs during the school year and which cannot be influenced from the activities of the project (high levels of insecurity and crime, lack of income opportunities, employment, mobility, family responsibility at an early age, rotation in the working hours, lack of linkage between educational supply and employment opportunities).
- Inappropriate management and control of the records of registration and evaluation of the students by the teachers of the Alternative Programs and District Directorates of the Secretary of Education, preventing access to credible data.
- The lack of an instance of the Secretary of Education and departmental levels to coordinate and regulate the operation of the alternative programs as well as the lack of interest and the ignorance of the District on the operation of the alternative programs does not allow to coordinate follow-up of the actions implemented by METAS.
- The problem of communication between the same authorities of the Secretary of Education and the lack of lobbying of the Secretary of Education affects the monitoring and sustainability of the actions implemented by the project. For example, the Diploma to facilitators and the tracking to the Regulation of Youth and Adult Education
- The management of double counting in order to grant the benefit of training in basic work skills to students in alternative programs reduced an important opportunity to improve the skills and opportunities of these students.

## **Result 3: Training and Certification in Work Readiness Skills**

### ***3.1 Training and certification in basic labor skills***

This period began with the new training process that will run from February to June 2014, for which the technical team of R3 conducted monitoring visits to schools with which METAS worked in the academic year 2013. The purpose of these visits was to carry out the planning of the training process and the identification of the young people who would be participating in the process.

At the end of the current quarter, preliminary there has been a number of 12,353 young people who have begun the process of training in 74 schools and 8 companies, although this is a subject to be review and checked by M&E in the following quarter, once it is done the inscription of beneficiaries in the R3 database. Additionally, the development of the program continued in UNAH - Tegucigalpa, UNAH - Valle de Sula and the start of the program implementation in the Centro Universitario Regional del Centro (CURC).

### ***3.2 Methodological Workshop Update for facilitators.***

253 facilitators participated in the workshops of methodological update in La Ceiba (85) Comayagua (63), San Pedro Sula (45) and Tegucigalpa (60). Workshops developed so that teachers in the schools that provide the training in basic job skills are familiar with the materials developed by METAS.

### ***3.3. Development of training materials on Work Readiness Skills.***

In this period the technical team worked on the revision of the manual 6 on Information Analysis and the revision of the online platform. Also the reproduction of the materials and their distribution to schools was also performed.

### ***3.4 Transferring of the training and certification program in Basic Labor Competencies***

During this quarter a series of technical meetings were held to agree on technical and budget proposal as a basis for negotiation and signing of sub-grants with CADERH and CENET to start the pilot transfer processes of the Training and Certification in Basic Labor Competencies program. At the end of this quarter the Grant Agreements were signed with CENET and CADERH, to start the next quarter activities under the respective work plans.

The CENET sub-grant is expected to start formally in April through the transfer of the management skills for the training process in schools, previously selected in conjunction with METAS. CENET has already worked with a METAS sub-grant and are aware of the training process in schools, this will favor the transfer process. The work plan has been designed for METAS to provide ongoing support and assistance.

The CADERH sub-grant is expected to start in May, and they will carry out the certification activities in schools and business in accordance with the work plan prepared jointly with METAS. During April, CADERH and METAS will work on the coordination and preparation of a sustainability strategy for the International Career Readiness Certificate, as expected on the signed sub-grant agreement.

### ***3.5 Recognition Events.***

In this quarter, 1,479 certificates have been delivered through the recognition events held in La Ceiba (625) Comayagua (296) and Siguatepeque (558).

### ***3.6 Planned activities for the next quarter.***

- Monitoring the training process in schools.
- Implementation of certification exams.
- Conduct recognition events in San Pedro Sula and Tegucigalpa to participants in the training programs and certifications and the delivery of certified institutions.
- Start the process of transfer of training and certification program.

### ***3.7 Lessons learned***

- Given that the Program of Training and Certification in basic labor skills work is based on the voluntary cooperation of the staff of the participating institutions (principals and teachers in educational centers and the management staff training of companies, others) is crucial to recognize this work publicly by means of recognition events or by other means.
- In the institutes of non-formal education the training and certification process is performed with greater regularity and intensity due to the fact that the content of the Program is integrated into the curriculum of these educational centers.

- Do not force the program in institutes that from the beginning rejected the offer of training and certification. The educational centers that agree to establish the program under pressure show little willingness to work which ultimately hurts performance.
- Best results are obtained in the certification process when working with young people in junior or senior year of high school because they value more the certificate and how it relates them to the different workplace.
- Schools that have access to online training methodology offer young people many more options for training and allow greater flexibility in the sense that it can be accessed outside of normal school hours or even from home. Additionally online content was interesting to the young people and motivates them more than when training is done with printed material.
- It is necessary to include in the implementation process of the program an initial stage of socialization for young people to learn about the benefits of the program and a module to explain to the young the type of test that will be presented at the time of certification and how to perform this type of standardized tests.
- To obtain better results on the process of training and certification it is important that the facilitators that will give the training have been through the process of certification exam application also, because in that way they can know the importance of providing instructions clearly and precisely.
- Achieving the support of departmental and district education authorities facilitates the implementation of process in schools since all the activities inside and outside the school are supported by the authorities of the Secretary of Education.
- To transfer the program sustainable to national institutions implementing it requires at least one year of support to transfer the methodology and also to support sustainability of actions.
- Further efforts are needed in relation to create alliances with the private sector so that in the future, in addition to assessing the certificate when recruiting staff, they can help with the costs of operating the program, mainly with the training material, the certification test and certificate.

## **Result 4: Strategic Alliances and Linkages to the Labor Market.**

### ***4.1 Strategic Alliances***

The Memorandum of Understanding with the organization FUNDATEC/IPC of San Pedro Sula to continue with the developing the Work Skills Program at the training centers was renewed.

Negotiation with the Junior Achievement of Honduras (JAH) and the Camara de Comercio e Industria de Choloma (CCICH) was initiated to prepare the documentation necessary to sign two sub-grants with such organizations, providing technical assistance for the development of technical and financial proposals. Both proposals are under review and approval prior to materialize the subscription of the same by the EDC. With the implementation of these proposals METAS seeks to strengthen the Bridging Strategies.

## ***4.2 Bridging Strategy Development***

A clear objective of the result 4 for this quarter was to strengthen the "Bridging Strategies". It began with an analysis of the alliances already made and how these might be more efficient with respect to the goals of bridging young beneficiaries.

METAS identified within the private sector partners that could provide spaces to young beneficiaries, through internships or employment opportunities. Currently young people are being promoted to companies on the sales job areas (DIUNSA, LADY LEE and Allied Global), inventory auxiliary, customer service (Supermercados Colonial) and approaches to link them to financial institutions (Banco del País y Banco de Occidente).

Along with the "Bridging Strategies", certain young people have been identified that require a certain degree of specialization. Beginning with the food market, 40 young people were identified who have received scholarships with support from FACILIDAD GIZ y FOPRONH (GIZ), for the courses of Kitchen Assistant (20) and seller of food products (20). These young people are from the NGOs that were sub-granted by METAS: RETE, CCD, Libre Expresión, CDH, UNITEC y ANED.

Prior to the submission of the resumes of young people to different companies, they receive induction on the process of internships and introduction to the labor market in the cities of Tegucigalpa and San Pedro Sula.

As a result of efforts of the component during the current quarter METAS managed to insert into member companies 39 young people who have been certified in Basic Labor Competencies (R3) and 11 young non-certified that began their internships at DIUNSA Tegucigalpa, as part of the process of prior learning to enter the labor market.

To the date 104 beneficiaries are registered for internships in different companies, 78 beneficiaries have been inserted into jobs and also 4 beneficiaries with self-employment or own business.

### ***4.2 Learned Lessons/ Difficulties.***

- The young beneficiary of METAS requires induction to help them prepare to enter the working life by explaining them how they have to behave at a job interview, giving them clothing advice, for writing the resume and more. With these days it has been observed an improvement in the performance of the young.
- There is a beneficiary's database that needs to be updated and completed. This indicates the urgency of establishing a management strategy database that satisfies the requirements of the private sector and facilitates us to take a more systematic monitoring of young beneficiaries.

## Section 3: Cross cutting Activities

### Youth Development

#### *1. Youth Council METAS.*

During the quarter of January to March 2014, the members of the Youth Council have represented METAS in the following participation spaces: (1) Democratic Dialogue "Equity Policy: Progress and Challenges in Latin America," sponsored by the Instituto Nacional de Democracia (NDI); (2) Forum "Systems of social protection of children from Honduras" sponsored by Visión Mundial Honduras (VMH); (3) Participation in the Forum for small and medium enterprises (MIPYMES) held in the city of San Pedro Sula, the Universidad Tecnológica de Honduras (UTH) where Odalis Triminio, a beneficiary of Proyecto METAS, who has an entrepreneurship of pastry and bakery, participated successfully; (4) "Report on violence, children and youth 2013" organized by Plan Internacional; (5) Presentation of the International Competition "Revealing Realities" sponsored by Visión Mundial Honduras (VMH); (6) Forum: "Role of CONADEH in childhood and youth industry" promoted by the Grupo Sociedad Civil (GSC); (7) Monthly Meetings of Honduras Volunteer network; (8) Young Entrepreneurs Forum sponsored by the Organization of Estados Iberoamericanos (OEI); and (9) Follow-up meetings were held with the Youth Councils of the cities of Tegucigalpa and San Pedro Sula, where two workshops on "Creating and Strengthening Youth Networking" were conducted with the support from the National Democratic Institute (NDI). As a result of these meetings and follow-up workshops the skills of the Youth Council members were strengthened, also, they have developed ideas and proposals for the improvement of the next Youth Forum, which will take place in July 2014.

The participation of young people from the Youth Council in these training and formation opportunities, strengthen the METAS youth representation, allowing them to network with other youth organizations which now recognize METAS as a project that promotes youth volunteering. These opportunities led them to become representatives on the Red de Honduras Voluntaria, Grupo de Sociedad Civil, Visión Mundial, COIPRODEN, Fundación Ideas, and Plan Internacional.

On February 22 as an initiative of the Youth Council of Proyecto METAS to promote reading and improve the skills of informative reading of children, adolescents and young people in Honduras, the first "book release" was held at the circle of artisans; an activity that involved the management and donation of books to promote this habit among children and youth. The collected books were donated to the small free library located in the circle of artisans, finishing the activity with a visit to the Spanish Cultural Center in Tegucigalpa by minors.

#### *2. Lessons Learned*

The creation and strengthening the METAS Youth Council has provided the opportunity to build life skills and work among youth, as part of the overall objectives of the METAS Project.

The Youth Council has strengthened the presence of the METAS Project regarding youth, especially in the areas of civil society, volunteer networks and NGOs. Also the collaboration with the Instituto Nacional de la Juventud has been strengthened.

It is very important the involvement of young people in the Youth Council with other functional areas, people, opportunities and activities of the project METAS to make a sense of belonging. The activities to involve them as volunteers in other areas of the project are very rewarding to them.

## Section 4: CARSI Coordination

In relation to the collaboration and coordination with other CARSI projects, during this period, there was no activity or follow-up meeting in the offices of USAID. We continue with our interventions in the different CARSI communities.

## Section 5: Monitoring & Evaluation

During the second quarter of the fourth fiscal year, we continued to develop activities of data collection, analysis and preparation of reports and field activities in the different results of the project, in order to verify the compliance with the goals of the project and generate reports that help with the identification of effective actions and decision making during the execution of the project. Among the activities undertaken during this quarter, project scheduling of activities of the employability study in its third phase, reviewing grant proposals of Junior Achievement and the Cámara de Comercio e Industria de Choloma, and training in M&E to NGOs that are part of Result 1.

Below is a follow up of the achievements and goals of the indicators of the PMP that registered advances in the quarter:

**Result 1, At-risk youth support services:** NGOs receiving sub-grants for the project achieved in this quarter for indicator 1.1 **618** (393 women and 225 men) beneficiaries and cumulatively to date **8,862** (5,429 men and 3,433 men) beneficiaries representing a **111%** overall advancement in the display. In the other hand the indicator 1.1.1 reached **1,617** beneficiaries (972 women and 645 men), which cumulatively over the life of the project has benefited **6,708** (4,188 women and 2,520 men) beneficiaries is a **105%** of total advance.

**Result 2 Strengthening of alternative education programs:** The indicator 2.1 was achieved during the quarter reaching **473** (254 women and 219 men) beneficiaries, on a cumulated basis it has a score of **8,560** (5,003 women and 3,557 men) beneficiaries, which means an increase of **143%**. The indicator 2.1.1 reached **3,119** (1,944 women and 1,175 men) beneficiaries, reaching cumulatively **4,563** (2,842 women and 1,721 men) beneficiaries representing **109%** of the overall progress. The indicator 2.2 reflects a progress of 157 (99 women and 58 men) facilitators trained through the project, which means 101% of progress on the project goal. Regarding the indicator 2.3, over the duration of the project 3 resolutions to improve alternative education programs have been made, representing the 100% of achievement of the indicator.

**Result 3, Training and Certification in Work Readiness Skills** In the indicator 3.1 are recorded **3,171** beneficiaries (1,768 women and 1,403 men) enrolled in the program, it should be stated that beneficiaries enrolled correspond to the quarters three and four of the year three, which were not

reported in time in official documents of enrolment, however to the date they have already been validated and verified. The beneficiaries completed training and were submitted to the certification exam, for this reason are being reported in the data of this quarter and they represents a total of **28,619** (14,922 women and 13,697 men), during the life time of the project that represents **130%** of the overall goal of the indicator.

**Result 4, Alliances with the private sector:** The indicator 2.2 shows a progress of 46 sectoral agreements where specific measures are defined, in order to prepare young people to meet the requirements of employability, this represents 153% of the overall goal. A set of tools was designed and has been launched for M & E in order to ensure and record that the beneficiaries actually performed the internships, obtained employment in its various forms within the labor legislation and/or have undertaken their own business, as result of the activities of this result. Results of the verification of the information registered and verified had recorded 104 certifications of internships, 78 certificates of employment and 4 of their own business.

#### **M & E Activities for the Next Quarter:**

- Implement the recommendations of the midterm review.
- Study of employability in its third phase.

#### **See Annex B of M&E reports:**

- Indicators Summary
- Annual Report indicators
- Consolidated records

## **Section 6: Information and Communications**

**Learning Series:** The Learning Series are still being developed during this period; these informative documents provide lessons learned, our implementation model, and positive outcomes from the METAS's different components. Attached the “Multi-level Participation: A Cross-Cutting Strategy to empower Honduran Youth” learning series is included.

**Success Stories:** The process of documentation and interviews continued; reaching young beneficiaries, facilitators, NGOs, community leaders and entrepreneurs, and other participants of METAS, compiling success stories and informative videos in order to disseminate our experiences and lessons learned through the various project interventions. View interview link: <https://www.youtube.com/watch?v=ZJZgz0FbPG0>

**Online Learning Platform:** The installation and technical configuration of the online learning platform for the training and certification in basic labor skills program was completed under: <http://capacitacion.edc.org>

**Activities and Results:** Multiple communication activities were developed in order to disseminate our results and achievements to the Honduran public, through workshops, events, graduations, news, informative / media bulletins, interviews, videos, photos, web and social media publications.

See Annex C for publications, documentation of success stories and communications materials developed during this period.

***Information and Communication Activities for the Next Quarter:***

- Carry on with the documentation process of success stories through interviews of participants, students, facilitators, certified employees, employers, and communities in order to disseminate the experiences and lessons learned through the various project interventions.
- Continue with the implementation of the online learning platform.
- Continue with the publication of the Learning Series, and better practices documentation of the METAS implementation.

## **Section 7: Learning Agenda**

***Multi-Sectorial Diagnostic Study on Youth Violence Prevention.*** Study results were shared with staff from USAID Honduras during the presentation organized by the Office of Education in which Gustavo Payan, Project Director, shared the key findings and recommendations. The presentation was well received by participants that included representatives from the Health, Education, and Transition Initiatives offices, among others. It was agreed with USAID to review the first products and disseminate the results of the report.

***Employability Study.*** Activities for the third data collection have been made. In late April and early May field activities will be carried out, in order to generate the variable analysis.

## **Section 8: Project Management**

During this quarter the reception of counterparts from sub granted NGOs has been documented totaling L. 945,518.67 (Nine hundred forty-five thousand five hundred eighteen Lps. with 67/100 cents). This includes contributions from sub granted NGOs. See Annex D.

During the reporting period, EDC / METAS continued to dialogue with USAID on the possible extension of the project. Along with USAID, all the ideas and programmatic priorities suggested by METAS were reviewed, and several meetings were held to determine how to improve the impact and effectiveness of the programming in a next phase of METAS. Talks are expected to continue during the next quarter, with an expected confirmation of the extension, thus, ensuring a greater impact, strengthening and sustainability of specific strategies that the Project has been implementing since its beginning.

During this quarter we received the following visits from the Home Office: Michael Myers International Project Coordinator, from February 2 to February 14, to coordinate activities with the

area of communications and administration, Emily Morris from February 4 to 14 and Cecilia La Torre from the 5 to the 14 of February of 2014, who supported and generated content for the learning platform for NGOs of R1 and the development of Learning Series, and Gustavo Payan, International Project Director, from the 17 to the 26 of March 2014 to carry out the planning of the project's activities such as, the project closing, and the preparation of the proposal for the extension request, among others.

In this period the following people stopped working for the project:

Name	Charge	Date of separation
Carlomagno Amaya Benítez	Organizational Development Specialist	10-Jan-14
Cásar Díaz del Valle Núñez	Communications Coordinator	15-Jan-14
Víctor Ramón Ordóñez	Strategic Alliances Specialist	20-Jan -14
David Mendoza Molina	Administration and Finance Director	17-Jan-14
Ernesto Núñez	Motorist	28-Feb-14
Reyna Amarilis Molina	Receptionist	31-Mar-14

In this period the following people started working for the project:

Name	Charge	Dates
María Elena Nazar	Communications Coordinator	02-jan-14
Rigoberto Portillo	Deputy Director and Technical Director	06-jan-14
Luis Fernando Calix	Community facilitator	15-jan-14
Francisco Armenta	Director of M&E	10-feb-14
Linda Izzel Flores	Graphic Designer	17-feb-14
Dennis Rodríguez	Associate of IT	24-feb-14
Xelenna Clareth García	Accountant	24-feb-14
Keyla Calix	M&E Technician	01-mar-14
Suyapa Carolina Hernandez	Strategic Alliances Specialist	03-mar-14
Juan Antonio Aguilar	Motorist	13-mar-14
Alejandra Matamoros	Program Assistant	17-mar-14

# **Annexes**

**Annex A: Acronyms**

**Annex B: Monitoring and Evaluation Quarterly Reports**

**Annex C: Publications and Communications Materials**

**Annex D: Leverage Summary Report October-December 2013**

**Annex E: Multi-Sectoral Youth Violence Prevention Assessment  
presentation**



## **Anexos**

**Anexo A: Acrónimos**

**Anexo B: Reportes Trimestrales de Monitoreo y Evaluación**

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## **Anexo A**

### **Acrónimos**

## ANEXO A - Acrónimos

ACT	ACT trademark of the WorkKeys testing service (Originally American College Testing Program)
ANDI	Asociación Nacional de Industriales (National Industry Association)
CARSI	Central American Regional Security Initiative
CADERH	Centro Asesor para el Desarrollo de los Recursos Humanos
CANATURH	Cámara Nacional de Turismo de Honduras
CENET	Centro Nacional de Educación para el Trabajo
CIPE	Centro de Investigación Planeación y Evaluación
CLB	Competencias Laborales Básicas (Basic Labor Skills)
COHEP	Consejo Hondureño de Empresa Privada
CREFAL	Centro de Cooperación Regional para la Educación de Adultos en América Latina y el Caribe
DAP	Developmental Assets Profile (Elementos Fundamentales del Desarrollo)
EDC	Educational Development Center
Educatodos	Educación para todos
FICOHSA	Financiera Comercial Hondureña S.A
FUHNDARSE	Fundación Hondureña de Responsabilidad Social Empresarial
FUASIF	Fundación Amigos sin Fronteras
IHER	Instituto de Educación por Radio
IPC	Instituto Politécnico Centroamericano (Central American Polytechnic Institute)
KeyTrain	Interactive training system for the WorkKeys
M&E	Monitoring and Evaluation (Monitoreo y Evaluación)
METAS	Mejorando la Educación para Trabajar, Aprender y Superarse (Improving Education for Work, Learning and Success)
NGO	Non-governmental Organization
ONG	Organización No Gubernamental

PAE	Alternative Education Programs (Programas Alternativos de Educación)
PMP	Performance Monitoring Plan
RFA1	Request for Applications (first round)
RFA2	Request for Applications (second round)
SE	Secretaria de Educación (Secretariat of Education)
SPS	San Pedro Sula
SPSS	Statistical Package for the Social Sciences / Statistical Product and Service Solutions
UNAH	Universidad Nacional Autónoma de Honduras
UNITEC	Universidad Tecnológica Centroamericana
USAID	United States Agency for International Development
WIN	Worldwide Interactive Network
WORKKEYS	Job Skills Assessment System

## **Anexo B**

### **Reportes Trimestrales de Monitoreo y Evaluación**

### Summary Performance Data Table Indicator Baseline, Target and Actual Values

Note: indicators in grey are sub-indicators linked to the preceding indicator

Type of indicator	Project Indicator	Unit of Measurement	Disaggregation	Sex		Quarter 2		Y 4 (cumulative)		Notes
				Male	Female	Target	Actual	Target	Actual	
<b>Result 1: Improved Services to at-risk youth</b>										
USAID F-Indicator IIP 3.2.1 15 (Output)	1.1 Number of at-risk youth who are enrolled in NGO programs (social, life, and employability skills training) supported by METAS	Number of youth	sex, community/neighborhood, age groups, and program.	225	393	0	618	2000	1286	
Custom (Output)	1.1.1 Number of at-risk youth who have completed (2 years) NGO programs (social, life, and employability skills training) supported by METAS	Number of Youth	sex, community/neighborhood, age groups (12-	645	972	0	1617	1600	2974	
<b>Result 2: Improved access and quality of alternative education system</b>										
USAID F-Indicator IIP 3.2.1 15 (Output)	2.1 Number of at-risk youth enrolled in alternative secondary education programs, assisted by Proyecto METAS	Number of Youth	sex, community/neighborhood, age groups, and program.	219	254	0	473	1000	551	
Custom (Output)	2.1.1 Number of at-risk youth who complete the school year in an alternative secondary education program, assisted by Proyecto METAS	Number of Youth	sex, community/neighborhood, age groups, and program.	1175	1944	0	3119	2800	3119	
USAID F-Indicator IIP 3.2.1-31 (Output)	2.2 Number of teachers/educators/facilitators/tutors trained through METAS	Number of teachers/tutors/facilitators	sex, community/neighborhood, service provider/program			30	0	30	0	
USAID F-Indicator IIP 3.2.1 38 (Output)	2.3 Number of agreements or guidelines developed or modified to improve alternative secondary education programs or increase equitable access through the Secretariat of Education	Number of agreements or guidelines developed or modified	Type of agreement/guideline			0	0	0	1	

### Summary Performance Data Table Indicator Baseline, Target and Actual Values

Note: indicators in grey are sub-indicators linked to the preceding indicator

Type of indicator	Project Indicator	Unit of Measurement	Disaggregation	Sex		Quarter 2		Y 4 (cumulative)		Notes
				Male	Female	Target	Actual	Target	Actual	
<b>Result 3: Career Readiness Certificates for at-risk youth</b>										
Equip 3.1	3.1 Number of youth enrolled in organizations participating in the basic job skills training program	Number of youth enrolled	sex, community/neighborhood, age groups, program	1403	1768	4000	3171	4000	4154	
Custom (Output)	3.1.1 Number of at – risk youth who received the Career Readiness Certificate (or equivalent)	Number of youth obtaining certificate	sex, community/neighborhood, age groups (12-18,19-24,25-30), service provider/program.	1872	1895	0	3767	6100	5603	
USAID F-Indicator IIP 3.2.1-31 (Output)	3.2 Number of secondary school teachers and facilitators who have successfully completed the training program qualified to use KeyTrain, Win or equivalent	Number of teachers	sex, community/neighborhood, program	22	23	0	45	0	0	
<b>Result 4: Private Sector Alliances</b>										
EQUIP 3.5.2	4.1 Number of cross-sector agreements, between the private sector and civil society institutions, public sector and/or Proyecto METAS, which take specific actions to prepare the risk youth to meet the requirements of employability	Number of Alliances	Type (Sector and geographical location of the entities)			4	0	8	1	

## Annual Indicator Summary

Indicator Description	Y1 Target	Y1 Actual	Y2 Target	Y2 Actual	Y3 Target	Y3 Actual	Y 4 Target	Q1, Q2 Y4 Actual	Years 1-4 Target	Years 1-4 Cumulative	Notes
1.1 Number of at-risk youth who are enrolled in NGO programs (social, life, and employability skills training) supported by METAS	0	0	2000	1730	4000	5846	2000	1286	8000	8862	
Men				632		2346		455		3433	
Women				1098		3500		831		5429	
1.1.1 Number of at-risk youth who have completed (2 years) NGO programs (social, life, and employability skills training) supported by METAS	0	0	0	0	4800	3734	1600	2974	6400	6708	Please note that the data for this quarter for 1.1.1 is missing completion data for 3 NGOs (FOPRIDEH, CASM y RETE), which will be reported in the following quarter when all their data has been verified. These NGOs had delays in calculating their totals and submitting back up documentation due to the holidays.
Men						1356		1164		2520	
Women						2378		1810		4188	
2.1 Number of at-risk youth enrolled in alternative secondary education programs, assisted by Proyecto METAS	0	0	2000	2839	3000	5170	1000	551	6000	8560	269 new youth were reported this quarter to METAS (youth that were not in the initial matriculation documents as they joined after the data was reported, but were part of the cohort that graduated). However, after data cleaning and verification exercises conducted, by METAS 78 unique participants are being reported.
Men				1111		2188		258		3557	
Women				1728		2982		293		5003	
2.1.1 Number of at-risk youth who complete the school year in an alternative secondary education program, assisted by Proyecto METAS	0	0	0	0	1400	1444	3000	3119	4400	4563	This data will be reported in the following quarter (Q2) after all data has collected. Note collection and processing is partially completed but given the end of the year holidays, more time is needed to gather all data from programs.
Men						546		1175		1721	
Women						898		1944		2842	
2.2 Number of teachers/educators/facilitators/tutors trained through METAS	0	0	50	48	75	109	30	0	155	157	
Men				16		42				58	
Women				32		67				99	
2.3 Number of agreements or guidelines developed or modified to improve alternative secondary education programs or increase equitable access through the Secretariat of Education	0	0	2	2	1	0	0	1	3	3	
3.1 Number of youth enrolled in organizations participating in the basic job skills training program	300	408	9200	7647	8500	16410	4000	4154	22000	28619	These 4154 youth began the certification process in quarters 2 and 3 of Year 3, however they were not reported in the official matriculation/registration documents (likely because they joined after the documents were submitted). However, as they completed the training and obtained a certificate, they are being reported in this quarter's data.
Men		362		3985		7494		1856		13697	
Women		46		3662		8916		2298		14922	
3.1.1 Number of at – risk youth who received the Career Readiness Certificate (or equivalent)	0	0	300		4600	1638	6100	5603	11000	7241	This data does not include a number of youth who took the exams in September 2013 as the data was received late from the centers. After the data is verified, it will be reported in the following quarter.
Men						964		2872		3836	
Women						674		2731		3405	

## Annual Indicator Summary

Indicator Description	Y1 Target	Y1 Actual	Y2 Target	Y2 Actual	Y3 Target	Y3 Actual	Y 4 Target	Q1, Q2 Y4 Actual	Years 1-4 Target	Years 1-4 Cumulative	Notes
3.2 Number of secondary school teachers and facilitators who have successfully completed the training program qualified to use KeyTrain, Win or equivalent	48	18	170	324	60	257	0	45	278	644	se agregaron 45 Facilitadores que asistieron al Taller de Actualización Metodologica.
Men		14		165		100		22		301	
Women		4		159		157		23		343	
4.1 Number of cross-sector agreements, between the private sector an civil society institutions, public sector and/or Proyecto METAS, which take specific actions to prepare the risk youth to meet the requirements of employability.	0	0	10	11	12	34	8	1	30	46	
<b>DQA Date: Conducted for Result 1 with 2 NGOS during December 2013.</b>											

NOTE: Annual indicator summary report needs to include (at a minimum) indicator name, results, and targets. Must also include disaggregated information and DQA date. Please include all project indicators in the annual summary. If information is not available, please provide an explanation and expected date for information to be reported.

**Consolidado de constancias (pasantías, empleos y negocios propios)**

No.	Empresa o Institucion	Pasantia	Empleabilidad			Total	Negocios Propios
			Temporal	Permanente	Por Hora		
1	DIUNSA	25	21	4		25	
2	Grupo INTUR	7	7		3	10	
3	Fundacion Aned						2
4	CASM						2
5	Children Interntional	72	43			43	
	<b>Totales</b>	<b>104</b>	<b>71</b>	<b>4</b>	<b>3</b>	<b>78</b>	<b>4</b>

## **Anexo C**

### **Publicaciones y Materiales de Comunicación**



Materiales de Comunicación  
Proyecto METAS

## **Publicaciones en Medios de Comunicación (Prensa y Web)**

## UNOS 704 ESTUDIANTES LOGRAN CERTIFICACIÓN INTERNACIONAL EN COMPETENCIAS LABORALES

Katherine Ramírez 13 de Febrero del 2014

Compartir 0 Twitter 0



Durante la entrega de diplomas.

Un total de 704 estudiantes lograron una certificación internacional en la Preparación Profesional de competencias básicas laborales a través del Proyecto METAS (Mejorando la Educación para Trabajar, Aprender y Superarse).

En este proyecto participaron estudiantes de 37 carreras de la UNAH, quienes se capacitaron en las áreas de búsqueda de información, lectura informativa y matemática aplicada, mediante el cual se miden las habilidades que se necesitan para tener éxito en el trabajo.

El objetivo es que la juventud hondureña pueda desarrollar las competencias, idóneas que día a día requieren las empresas para su producción.

En un acto de agradecimiento a su valor, se entregaron reconocimientos por parte del director del Proyecto METAS, Alejandro Paredes, de la doctora Rutilia Calderón, vicerrectora académica y del abogado Ayax Irías, vicerrector de Orientación y Asuntos Estudiantiles.

Este Proyecto es financiado por la Agencia de los Estados Unidos para el Desarrollo Internacional (USAID, por sus siglas en inglés) con más de 200 millones -de lempiras- invertidos en trabajar en 45 mil jóvenes en el ámbito nacional, vinculados con la educación media y superior.

"La idea es poder proveerles las herramientas competitivas académicas a los jóvenes de manera que cuando toquen las puertas a la empresa privada, no solamente se las abran, ni que le den la oportunidad de dos meses de prueba, sino que puedan ellos dar una valor agregado y que la empresa pueda beneficiarse y ser más competitiva a nivel mundial" explicó Paredes.

Añadió que mediante un convenio con la UNAH, se tiene la meta global de poder certificar a 2,000 universitarios en todo el país.

Por su parte, la vicerrectora académica, Rutilia Calderón, expresó que "hay un compromiso de la Universidad de darle continuidad al proyecto, de manera que si hoy son dos mil los jóvenes que se van a certificar, sea como un valor agregado que la universidad de a todos su graduados".

El único requisito para recibir este programa es que los participantes tengan una edad comprendida entre los 12 y 30 años y que se inscriban en la dirección [www.proyectosmetas.org](http://www.proyectosmetas.org), en donde serán capacitado en un período de dos a tres meses para obtener su certificación internacional.

La USAID es la agencia del Gobierno de los Estados Unidos que ofrece asistencia a más de 100 países en el mundo. En Honduras lleva trabajando más de 50 años en programas de salud, educación, estimulación de la economía, medio ambiente, infraestructura, gobernabilidad y democracia.

## HONDURAS

### San Pedro Sula

22 de Abril de 2014

## Normalistas del Valle de Sula, certificados en matemáticas

05:15PM - Redacción: Saúl Vásquez. Redacción La Prensa  
saul.vasquez@laprensa.hn



Los estudiantes de la Normal del Valle de Sula han obtenido logros importantes e...

Especializados en matemáticas aplicada, lectura informativa y búsqueda de información están 326 estudiantes de la escuela Normal Mixta del Valle de Sula.

Luego de cinco meses de intensa capacitación por parte del Proyecto Metas de la Agencia para el Desarrollo Internacional (Usaid), los estudiantes de segundo y tercer año de la carrera de Magisterio lograron obtener la certificación internacional que la compañía estadounidense ACT entrega luego de una evaluación final.

"Estos estudiantes tienen una certificación de gran precio a nivel internacional porque es otorgada por una compañía extranjera. Ni siquiera Proyecto Metas lo ha hecho. Ellos tienen un respaldo y a la hora de buscar empleo en algunas empresas con las que tenemos alianzas ellos serán prioridad", explicó Evelyn Otero, de Proyecto Metas.

En 2014, el enfoque para las acreditaciones internacionales en estos tres campos será para los estudiantes de primer año de carrera de la Normal, aseguró.

Sulay Garay, directora del centro educativo, expresó la satisfacción que genera que sus estudiantes se especialicen en áreas de clases en su formación como futuros docentes.

## Más de 700 jóvenes universitarios reciben certificado profesional

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Enviado por Marino Ortiz el 14 Febrero 2014 - 12:15am

\*\*\*\* La UNAH ha incorporado a más de mil jóvenes de 37 distintas carreras a este proceso de capacitación y certificación, logrando así su preparación en las áreas de Búsqueda de Información, Lectura Informativa y Matemática Aplicada; estos jóvenes ahora cuentan con las competencias requeridas en múltiples puestos de trabajo.

### Tegucigalpa, Honduras

Más de 700 jóvenes estudiantes de la Universidad Nacional Autónoma de Honduras (UNAH) lograron obtener el "Certificado Internacional de Preparación Profesional", en el marco del Programa de Capacitación y Certificación en Competencias Laborales Básicas.

Este programa es financiado por el gobierno de los Estados Unidos a través de la Agencia de los Estados Unidos para el Desarrollo Internacional (USAID) e implementado por el Proyecto METAS (Mejorando la Educación para Trabajar, Aprender y Superarse), con el objetivo de desarrollar en la juventud hondureña habilidades para el éxito profesional.

La UNAH ha incorporado a más de mil jóvenes de 37 distintas carreras a este proceso de capacitación y certificación, logrando así su preparación en las áreas de Búsqueda de Información, Lectura Informativa y Matemática Aplicada; estos jóvenes ahora cuentan con las competencias requeridas en múltiples puestos de trabajo.

El objetivo de esta serie de evaluaciones internacionales, es medir estas habilidades del "mundo real" que los empleadores consideran críticas para el éxito en el trabajo. Las y los 704 jóvenes certificados ahora cuentan con una credencial que les permitirá optar a mejores oportunidades laborales, a la vez que se proporciona a las empresas hondureñas la mano de obra que requieren para ser competitivos en los mercados locales e internacionales.

Representantes y autoridades de la UNAH y el Proyecto METAS llevaron a cabo la entrega de los certificados. De este modo, la Vicerrectora Académica de la UNAH, Dra. Rutilia Calderón, el Vicerrector de Orientación y Asuntos Estudiantiles de la UNAH, Abog. Ajax Irias, junto con el Director Ejecutivo del Proyecto METAS, Dr. Alejandro Paredes, entregaron una nueva oportunidad para las y los jóvenes estudiantes de la UNAH.

El Vicerrector de Orientación y Asuntos Estudiantiles, expresó lo que implica este proceso para la UNAH; "esta es una estrategia que está enmarcada en el proceso de reforma universitaria y el Proyecto METAS es parte de este diagnóstico que nos da a conocer los ajustes que debemos hacer para que nuestros profesionales egresados tengan las competencias y habilidades adecuadas para insertarse en el mercado laboral".

"Llegar al día de hoy no hubiera sido posible si no se hubiera dado este encuentro entre la UNAH y el Proyecto METAS de la USAID, consideramos que esta alianza permite la sostenibilidad de los procesos, ya que hay un compromiso de la universidad de darle continuidad y si hoy la meta son dos mil jóvenes que pretendemos certificar, a mediano plazo buscamos que sea un valor agregado para todos nuestros egresados" – comentó la Vicerrectora Académica de la UNAH, Rutilia Calderón.

Proyecto METAS (Mejorando la Educación para Trabajar, Aprender y Superarse) es una iniciativa financiada con fondos de la USAID e implementada por "Education Development Center" (EDC), que ofrece oportunidades de preparación a las y los jóvenes con acceso limitado a la educación, para que puedan asumir con responsabilidad su rol en la vida personal, familiar, laboral y en la sociedad.

La USAID es la agencia del Gobierno de los Estados Unidos que ofrece asistencia a más de 100 diferentes países alrededor del mundo. Por más de 50 años la USAID ha trabajado en sociedad con el gobierno y pueblo de Honduras. Los programas de la USAID han contribuido a reducir la pobreza y crear oportunidades para los hondureños mediante programas en salud, educación, estimulación de la economía, medio ambiente, infraestructura, y gobernabilidad y democracia. **hondudiaro**



## 704 universitarios obtienen certificación internacional de preparación laboral

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Enviado por Redacción Hondu... el 13 Febrero 2014 - 11:11am

**\*\*\*Las y los jóvenes certificados ahora cuentan con una credencial que les permitirá optar a mejores oportunidades laborales.**

### Tegucigalpa, Honduras.

Un total de 704 jóvenes de la Universidad Nacional Autónoma de Honduras (UNAH) logran obtener el Certificado Internacional de Preparación Profesional, en el marco del Programa de Capacitación y Certificación en Competencias Laborales Básicas.

Este programa es financiado por el gobierno de los Estados Unidos a través de la Agencia de los Estados Unidos para el Desarrollo Internacional (USAID) e implementado por el Proyecto METAS (Mejorando la Educación para Trabajar, Aprender y Superarse), con el objetivo de desarrollar en la juventud hondureña habilidades para el éxito profesional. La entrega de los certificados se desarrollará a las 10 de la mañana en el auditorio Central Juan Lindo.

UNAH ha incorporado a más de mil jóvenes de 37 distintas carreras a este proceso de capacitación y certificación, logrando así su preparación en las áreas de Búsqueda de Información, Lectura Informativa y Matemática Aplicada; estos jóvenes ahora cuentan con las competencias requeridas en múltiples puestos de trabajo.

El objetivo de esta serie de evaluaciones de WorkKeys, es medir estas habilidades del "mundo real" que los empleadores consideran críticas para el éxito en el trabajo.

Las y los jóvenes certificados ahora cuentan con una credencial que les permitirá optar a mejores oportunidades laborales, a la vez que se proporciona a las empresas hondureñas la mano de obra que requieren para ser competitivos en los mercados locales e internacionales.

Representantes y autoridades de la UNAH y el Proyecto METAS llevan a cabo la entrega de los certificados. De este modo, la Vicerrectora Académica de la UNAH, Doctora Rutilia Calderón, el Vicerrector de Orientación y Asuntos Estudiantiles de la UNAH, Abogado Ajax Irias, junto con el Director Ejecutivo del Proyecto METAS, Alejandro Paredes, entregan una nueva oportunidad para estos jóvenes estudiantes de la UNAH. Asisten al evento asimismo decanos de las facultades, coordinadores de carreras y enlaces de la UNAH; las y los jóvenes certificados e invitados especiales.

Proyecto METAS (Mejorando la Educación para Trabajar, Aprender y Superarse) es una iniciativa financiada con fondos de la USAID e implementada por "Education Development Center" (EDC), que ofrece oportunidades de preparación a las y los jóvenes con acceso limitado a la educación, para que puedan asumir con responsabilidad su rol en la vida personal, familiar, laboral y en la sociedad.

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# Regionales

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USAID

Viernes 28 de febrero de 2014

## Certifican a jóvenes en competencias laborales

07:28 pm - Redacción La entrega se dio en el marco del Programa de Capacitación y Certificación en Competencias Laborales Básicas, el cual es financiado a través de la Agencia de los Estados Unidos para el Desarrollo Internacional (USAID).

Me gusta 0 Twittear 0 Compartir 0 1



El proyecto busca el desarrollo de los jóvenes hondureños. (Carmen Godoy)

Me gusta 0 Twittear 0 Compartir 0 1

TEGUCIGALPA, Honduras

Un total de 296 jóvenes de cinco institutos de este departamento lograron obtener el certificado internacional de preparación profesional.

La entrega se dio en el marco del Programa de Capacitación y Certificación en Competencias Laborales Básicas, el cual es financiado a través de la Agencia de los Estados Unidos para el Desarrollo Internacional (USAID).

Este programa es implementado en el país por el proyecto Mejorando la Educación para Trabajar, Aprender y Superarse (METAS), que tiene como objetivo desarrollar en la juventud hondureña habilidades para el éxito profesional.

En los actos de certificación estuvieron presentes representantes del proyecto METAS, USAID y autoridades departamentales y distritales de educación.

Además, directores de los institutos León Alvarado, Eben Ezer, Técnico Comalhuacán, Escuela Taller de Comayagua y Escuela Normal Centro América, así como del Centro Nacional de Educación para el Trabajo (Cenet).

Los jóvenes que alcanzaron ser certificados se mostraron felices por lo logrado y a la vez se comprometieron a seguir avanzando en la formación personal para alcanzar el éxito.

Actualmente se han incorporado a más de 25,000 jóvenes a este proceso de capacitación y certificación a nivel nacional, logrando así su preparación en las áreas de búsqueda de información, lectura informativa y matemática aplicada, que son requeridas en múltiples puestos de trabajo.

"Es un opción más que tienen estos jóvenes para tener éxito en su campo laboral", dijo Francisco Granados, director distrital de Educación.

## 1400 Jóvenes de Educación Media Certificados por ACT en Competencias Laborales Básicas

Vie, 02/28/2014 - 00:00 | admin



Se ha culminado con la primera etapa del proyecto METAS en los departamentos de Atlántida y Comayagua en la cual se han entregado a Honduras alrededor de 1400 jóvenes de educación media certificados por ACT en Competencias Laborales Básicas, con la implementación de este programa que se ha materializado gracias al esfuerzo conjunto entre Proyecto METAS, el CENET y las distintas instituciones que se han comprometido con el desarrollo y la excelencia del mismo.

Entre estas instituciones contamos con los centros educativos tanto del sector formal como del no formal

Mediante un voluntariado interno; profesores, instructores y voluntarios han cumplido con las labores de facilitación del Programa. Por este motivo deseamos reconocer el trabajo que ha realizado cada uno de los facilitadores.

El Certificado Internacional de Preparación Profesional es una credencial que demuestra el logro alcanzado en un determinado nivel de competencias laborales en las áreas de Matemática Aplicada, Búsqueda de Información y Lectura Informativa.

Esta credencial se utiliza en todos los sectores de la economía y verifica habilidades cognitivas tales como:

- Resolución de problemas
- Pensamiento crítico

 Recommend 



Los maestros fueron claves para capacitar a los jóvenes en diferentes centros de Cortés.

**POSITIVO** 2,370 estudiantes obtuvieron certificado laboral para mercado local e internacional

## Jóvenes listos para trabajar

■ Más de dos mil jóvenes de 40 centros educativos de la zona norte fueron certificados en habilidades laborales con el apoyo de Estados Unidos, y podrán trabajar en el exterior.

Los estudiantes obtuvieron un certificado internacional de preparación profesional, bajo un programa de capacitación y certificación en competencias laborales básicas.

Los estudiantes fueron preparados para tener destrezas laborales estandarizadas, entre ellas habilidades cognitivas fundamentales, como la lectura informativa, matemática aplicada, búsqueda de información, resolución de problemas y pensamiento crítico.

La capacitación de los jóvenes ha sido posible por el programa financiado por el Gobierno de Estados Unidos a través de la Agencia de los Estados Unidos para el Desarrollo Internacional (Usaid) e implementado por el Proyecto Metas (Mejorando la



Los funcionarios de la Usaid y de Educación de Cortés entregaron los certificados a los jóvenes beneficiados.

peramos que a través de la educación podamos desaparecer esa cifra", dijo el estudiante Víctor Suazo, uno de los beneficiados.

Alejandro Paredes, director ejecutivo del proyecto Metas, dijo que suman más de 50,000 jóvenes que se han beneficiado con el programa y más de siete mil jóvenes que han alcanzado la certificación internacional.

### SÉPALO

#### BENEFICIADOS

2,370 jóvenes recibieron el certificado ayer, la mayoría originarios de San Pedro Sula.

**METAS** Es una iniciativa financiada por la Agencia de los Estados Unidos para el Desarrollo (Usaid).



■ Lograr que los jóvenes obtengan un trabajo estable respondiendo a las demandas de su patrón o empresa es lo que se ha propuesto la Agencia de Estados Unidos para el Desarrollo Internacional (Usaid) capacitándolos por medio del Proyecto Mejorando la Educación para Trabajar, Aprender y Superarse (Metas).

La semana anterior, 2,370 estudiantes de la zona norte recibieron una certificación internacional que avala sus capacidades para laborar.

Alejandro Paredes, director ejecutivo de Metas, dijo que este proyecto sirve para prevenir la violencia porque los beneficiados tienen otras aspiraciones y no entran en pandillas.

¿Cómo contribuyen estos programas a prevenir la violencia? Somos un programa de prevención de la violencia. Hemos constatado que si los jóvenes no tienen oportunidades de superación y educación de calidad, se ven más tentados a entrar en una asociación ilícita, el narcotráfico o una pandilla. Si les proveemos educación, tienen la aspiración de superarse y estar en un mundo laboral.

¿En qué consiste la certificación que han obtenido ya miles de jóvenes? En el proyecto Metas, hasta la

**ENTREVISTA** Alejandro Paredes, de proyecto Metas, habla del programa de Estados Unidos

## “Sin oportunidades, los jóvenes son tentados por asociaciones ilícitas”



Alejandro Paredes, director de Metas, dice que hay que darles a los jóvenes educación de calidad.

**1** 200 millones de lempiras ha invertido Metas en diferentes programas alternativos para los jóvenes en el país.

**2** El programa ha instruido a más de 500 profesores e instructores, quienes ayudan a facilitar el proceso de capacitación.

¿Cuáles son los componentes de la certificación?

Son tres: matemática aplicada, búsqueda de información y lectura informativa. Las empresas a veces se quejan de que los jóvenes llegan a tocar la puerta e ingresan, pero no saben leer un manual, interpretar una gráfica, no saben un proceso de multiplicación básico. Hablábamos con la Cámara de la Construcción, por ejemplo, y nos comentaba uno de sus directores que era increíble que como contratistas podían entregarle a alguien una maquinaria que posiblemente valía millones, pero no podía leer un manual. Claro, la posibilidad de dañar la máquina era altísima.

¿Cuánto tiempo fueron capacitados?

Entre tres y seis meses. Depende de varios elementos, como el centro educativo o los elementos de autoestudio. También,

por supuesto, la función del capacitador.

¿Quiénes participan como capacitadores de los jóvenes?

El proyecto Metas tiene diferentes socios y colaboradores. A veces es la empresa privada, el centro educativo público o privado o una ong. Necesitamos participantes de manera que, mediante su infraestructura, sus facilitadores, dentro de los centros educativos, puedan brindar capacitación para la certificación.

¿Va a continuar Estados Unidos apoyando esta iniciativa?

Estados Unidos por medio de la Usaid tiene la iniciativa Carsi en Centroamérica y otros proyectos, no solo Metas, que siguen invirtiendo en el país para prevenir la violencia. □

Tatiana Paz Morón, Redacción La Prensa  
redaccion@laprensa.hn

fecha tenemos más de 50 mil beneficiarios a escala nacional. Uno de los componentes que hemos podido servir a la juventud hondureña es la ca-

pacitación y la certificación en competencias laborales básicas y a la fecha llevamos más de siete mil.

La certificación permite a

los jóvenes estar mejor ante el mundo laboral, que la empresa privada tenga más rentabilidad y el joven no solo es competitivo acá, sino en el extranjero.

**PREPARACIÓN** El presidente Juan Orlando Hernández se comprometió a construir en 2014 sus edificios

## Normalistas, certificados en matemáticas

■ Especializados en matemáticas aplicada, lectura informativa y búsqueda de información están 326 estudiantes de la escuela Normal Mixta del Valle de Sula.

Luego de cinco meses de intensa capacitación por parte del Proyecto Metas de la Agencia para el Desarrollo Internacional (Usaid), los estudiantes de segundo y tercer año de la carrera de Magisterio lograron obtener la certificación internacional que la compañía estadounidense ACT entrega luego de una evaluación final.

“Estos estudiantes tienen

una certificación de gran precio a nivel internacional porque es otorgada por una compañía extranjera. Ni siquiera Proyecto Metas lo ha hecho. Ellos tienen un respaldo y a la hora de buscar empleo en algunas empresas con las que tenemos alianzas ellos serán prioridad”, explicó Evelyn Otero, de Proyecto Metas.

En 2014, el enfoque para las acreditaciones internacionales en estos tres campos será para los estudiantes de primer año de carrera de la Normal, aseguró.

Sulay Garay, directora del centro educativo, expresó la



“Estamos satisfechos por los avances que la Normal ha tenido en los últimos meses y sabemos que seguirán”.

Sulay Garay  
Directora de la Normal del Valle de Sula



Los estudiantes de la Normal del Valle de Sula han obtenido logros importantes en el último año a nivel académico.

satisfacción que genera que sus estudiantes se especialicen en áreas de clases en su formación como futuros docentes.

**Infraestructura**

Las buenas noticias continúan para los estudiantes de Magisterio en San Pedro Sula. Luego de la inauguración del año escolar, el diputado nacionalista Alberto Chedrani comunicó a las autoridades de la Normal que el mismo presidente de Honduras, Juan Orlando Hernández, se había comprometido este año para empezar la construcción de las instalaciones del centro.

“Es un compromiso que en años anteriores el Presidente ha adquirido con los jóvenes de este importante centro formador de maestros”, dijo Chedrani.

Tal información fue confirmada a LA PRENSA por el mismo ministro de Educación, Marlon Escoto, en su última visita a San Pedro Sula.

“Hemos identificado el terreno adonde se piensa construir, el diputado Chedrani ha estado de cerca en este proceso y parece que esta propiedad es de una institución del Estado”, dijo Escoto.

“Hemos hablado con el ministro de Finanzas para intentar hacer un traspaso del terreno a favor de la Secretaría de Educación y allí proyectar la construcción de la Normal.

El presidente Hernández conoce el caso y le hemos sugerido generar un fondo que el mismo ha querido ser patrocinador para la construcción. Estamos hablando de una de las instituciones más importantes que la Secretaría tendría en el sector adonde se ubica”, finalizó. □

Saúl Vásquez, Redacción La Prensa  
saul.vasquez@laprensa.hn



Materiales de Comunicación  
Proyecto METAS

## **Series de Aprendizaje**

**EDC** Learning  
transforms  
lives.

**MULTI-LEVEL PARTICIPATION:  
A CROSS-CUTTING  
STRATEGY TO EMPOWER  
HONDURAN YOUTH**

Honduran youths have the ability to generate strategies that can solve problems in the national context. METAS Project, aware of their potential, provides them with spaces for participation through different activities that promote strengthening their leadership skills; this has enabled them to become agents of change. Young people who have been involved with METAS, through a participatory organization model are already generating initiatives to improve youth development in Honduras.

METAS PROJECT



Check out  
[proyectometas.org](http://proyectometas.org)



# Executive Summary

When youth is given the opportunity to express their voices and have an influence on solving the problems that affect them in a daily basis, when they are supported by caring adults and spend their time in nurturing, positive environments, youth become truly engaged with their own development.

Including a participation strategy in youth programs and projects reinforces not only the prevention of risk behaviors; but it also contributes to the development of life skills and positive practices that prepare youth for the transition into adulthood. What is more, it helps projects and programs to go a step further: youth are empowered to be “agents for change”, and their connections with their communities and society are strengthened.

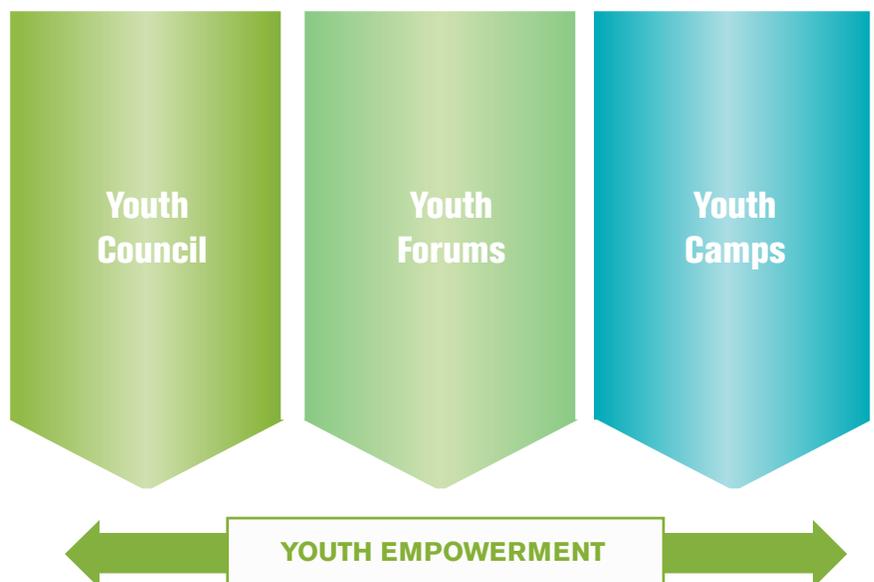
METAS project values youth participation as an empowerment strategy for their beneficiaries as well as a relevant input for the overall project management and implementation. For this reason, the project has launched a series of activities to promote youth participation in different levels – from on-the-ground experience with the Youth Camps to leadership roles in the Youth Council experience.

These experiences have allowed youth to connect with other youth and adults, learn more about the reality of their own country and mobilize to propose (and start planning the implementation) initiatives to address the most pressing problems that they have identified in their communities and for youth lives in general.



**“Excellent project and vivid, unforgettable experiences. Thanks Project METAS”**

**-Yodany Amador**



# YOUTH PARTICIPATION: the Basics

Participation, understood as the action of having part or a share on something, has a potential to affect not only the lives of young people, but also the lives of their families and communities. Environments that promote youth participation bring a sense of ownership and empowerment as they enable youth to have an impact on issues that concern them (WHO, 2009).

## YOUTH PARTICIPATION IS:

- A right of children and young people that fosters active citizenship
- Beneficial to youth's health, social and psychological development
- Beneficial to society as a whole, as it increases the effectiveness and efficiency of development initiatives and programs and strengthens social capital. (WHO, 2009; USAID, 2012)

Youth participation can be promoted in a variety of ways – trainings, spaces for interests and concerns sharing, developing action plans, implementing projects, evaluating results of interventions, etc. – and can impact in different levels such as family, communal, regional, national, international.

“Thanks for the opportunity to give us a space to express ...”

-David Vásquez



## WHO ARE THE YOUTH AT METAS?

METAS Project focuses on at-risk youth aged 12 to 35 living in the 5 Honduran departments with the higher rates of violence in the country (Francisco Morazán, Yoro, Atlántida, Cortes, and Comayagua). The project aims to reach diverse sub-groups within at-risk youth population by offering services according to different youth characteristics and needs.



METAS Coverage in Honduras



Strategy No. 1

### Youth Services

- Proportionates services in education, training, sports and life skills
- To date it has benefited 7532 youth from 12 to 35 years old, the majority aged between 15 and 19 (46.9%) and 12 to 14 (27.6%) with incomplete secondary education, and living in Cortes, Francisco Morazan and Atlantida departments

Strategy No. 2

### Alternative Education

- Strengthens alternative education programs focused on out-of-school youth that help them complete their studies and be more prepare to participate in the labor market.
- It includes 8200 out-of-school youth, mostly from 15 to 19 years old (55%), women (58.7%) that reside in 33 communities in 4 departments (Cortes, Francisco Morazan, Yoro and Atlantida)

Strategy No. 3

### Work Readiness Training and Certification

- Certifies Basic Workforce Competencies? (is the translation ok?) for local youth and supplies local companies and business with skilled labor that help them be competitive in the global market
- Currently, it has served 24518 young men and women mostly from 15 to 19 years old (66.7%) from 5 departments (Cortes, Francisco Morazan, Yoro, Comayagua and Atlantida)



METAS gives youth an encouraging message:

**“all what you think, propose, do and implement is valuable and important”**

**LEVEL  
MACRO**

#### BROADENING PARTICIPATION SPACES:

## INCLUDING MICRO TO MACRO level experiences

### Youth Council: representing youth and promoting youth public agenda

Being part of the Youth Council has strengthened youth's leadership and coordination skills. Since their initial preparation as candidates for the Council – organizing their speeches and learning how to appeal to their audiences – to the experience on representing METAS and Honduras youth outside the project, such as the Population and Development International Conference in Tegucigalpa and San Pedro Sula, the Presidential Candidates' Forum “Less words, more actions” and the National TV Show: “Because we care: youth voices”. Additionally, the council members had an active role in the design and implementation for the Youth Forums by validating the methodology, elaborating the materials and coordinating the logistics for the event.

LEVEL  
MID

### **Youth Forums: volunteering and elections experience**

The Youth Forums gave a fruitful space for volunteer involvement and networking – METAS beneficiaries learn about different volunteer opportunities and a group of them worked as facilitators and moderators for the event. On the other hand, the elections process for the Youth Council enhances civic engagement practices that can prepare youth to exert those rights outside the project setting.

LEVEL  
MICRO

### **Youth Camps: reinforcing personal and social development towards a successful life**

Enhancing youth's communication skills and promoting their interaction with other stakeholders such as the private sector, NGOs and government contributes to increase youth self-esteem and therefore, creates a more enabling space for real participation. Youth Camps have provided a perfect setting to reinforce these skills through their diverse activities (one-on-one mentoring, motivational talks, real-life and practical exercise).

## **YOUTH COUNCILS: Strengthening Leadership Skills through Representation**

The Youth Council is a participation and representation space for METAS youth. The creation of the Youth Council aims to strengthen the alignment between youth's expectations, thoughts and feelings with the METAS project services; which in turn, contributes to the overall project's goal of supporting the creation of opportunities for youth at risk through facilitating the access to knowledge, and developing the skills, attitudes, behaviors and perspectives needed to create a more positive future.

The Youth Council works as an organized body that facilitates the communication, participation, relationship and support among the Honduran youth who are involved in the METAS Project. Also, the Council helps METAS' team to evaluate the best ways to approach and implement the services supply for the youth beneficiaries.

The Council responsibilities include working as a consultative body for the METAS project technical team and usher the actions generated from the project; encouraging and supporting the different spaces (forums, conferences, talks) for METAS youth beneficiaries and disseminating the work and results of these events; being the liaison and stimulate communication between the project and the local communities; and finally represent the Honduran youth and the METAS project in the public sphere in order to gain more visibility for the youth and promote more and better opportunities for them.



METAS PROJECT

## YOUTH COUNCIL STRUCTURE

The Youth Council structure and members' election is a highly participative, gender sensitive and youth-led process. The candidates –one male and one female representative per organization - are selected among the different institutions, partner NGOs and alternative education centers from the METAS project's 04 results, considering their leadership, performance and commitment in the different METAS' results.

Before the election process, youth is informed about the Youth Council's objectives and is asked about ideas for the council's operation, work plan and internal procedures. After candidates are nominated, each one is asked to give a one-minute speech to present them to the plenary: talk about themselves, their interests and motivations to be part of the Youth Council. Finally, the participant youth votes through paper ballots and elects the Youth Council members.

Once elected, the members of the Youth Council perform their duties for one year and before the period ends, they should call for new elections for the Council. The internal structure is flexible and based in work teams, which will consider activities or projects proposed by youth. The team's roles will be assigned according to the age, experience, seniority, knowledge and personal skills. In parallel, other tasks will be assigned according to the development of new initiatives. The first Youth Council was elected on August, 2012 after the I Youth Forum was held in Tegucigalpa and San Pedro Sula, where the METAS project works.

## Youth Council Structure

Strategy/Result		
Total of youth representatives per result/ strategy 02 holders 02 alternates	<b>City</b>	<b>National</b>
	Total of youth representatives per city 06 holders 06 alternates	Total of youth representatives national level 18 holders 18 alternates
<b>Total: 04</b>	<b>Total: 12</b>	<b>Total: 36</b>

### WHY IS THE YOUTH COUNCIL IMPORTANT?

Research shows that significant youth participation is a main protective factor from risky behavior. Independently of the individual circumstances, strong youth participation helps youth to overcome life obstacles and manage risks, increasing their resilience.

The Youth Council has become an empowerment strategy for METAS' youth – from its conception as a space from and for youth where they select their own representatives and assume steering roles to design and implement activities for their peers and communities, to its role as a leadership training and participation space. The Council allows youth to feel included and truly taken in account for decision making; it also permits youth to organize and facilitate their own development process within their communities and to connect with other organizations, institutions and projects.

By promoting youth participation in the planning and implementation of activities and strategies, the project is more aligned with the METAS youth's interests and, therefore, the project assessment becomes more meaningful for all the parts involved. Moreover, the Council, as an interchange space among youth and the METAS team, maximizes the learning and growth opportunities for all the participants – youth and adults. When the project provides youth with the tools to self –direct their own lives and invites them to shape their projects and programs to help others, METAS gives youth an encouraging message: "all what you think, propose, do and implement is valuable and important"



# Youth Forums

Creating connections for  
EMPLOYMENT, VOLUNTEERISM AND EDUCATION

## WHAT ARE THE YOUTH FORUMS?

The Youth Forums are one of the core expressions of METAS youth participation: they are planned, organized, implemented and evaluated by youth for youth. Since the 1 Youth Forum promoted by METAS in 2012, these spaces have stimulated the dialogue among different stakeholders – youth, government, private sector, civil society and NGOs - involved in the achievement of Honduran youth development. The forums foster the interchange of knowledge and experiences on youth development, which in turn can contribute with the promotion of peace, violence prevention, and the sustainable development of local communities. The Forums cover a wide array of topic discussion such as education, employment and self-employment, art, culture and sports, environment, participation and youth representation.

## How is the participatory approach implemented in the Youth Forums?

Youth participation is a core element in the design and implementation of the Youth Forums. Through the experience of the Forums in 2012 and 2013, youth has gained more visibility; their participation has strengthened and it has grown as an essential channel for matching more closely youth's expectations, interests and doubts with the Forum's objectives and activities.

## The Forums' participatory methodology is reflected in each of the activities.

**1 Youth Success Cases** creates a space where METAS participants interact with local youth (with their similar background); learning about their life experiences, challenges and successes on addressing difficult environments. Arts and sports, employment and self-employment, and education opportunities are showcase as real and achievable alternatives for METAS youth.

**2 Motivational Talks** conducted by experts provide youth with practical advice and tools to accomplish their goals. All in all, conveying the message that youth are "agents of change and capable to succeed".

**3 Social and Cultural** activities performed by local youth lit the sparkle for openness and participation among the attendees.

## Youth Forum 2013 – Youth participate in the planning stage

Youth leaders designed the activities for the 2013 Forum working together with local experts, determine to promote active participation among youth.

A clear example of this was the creation of the sociodrama script "Juana in Honduras", performed in the Forum. It gives the message that beyond the stereotypes that society imposes to youth (the Fashion, the Bully, the Rich Guy, the Teenage mom,

## Forums FACTS



### When?

In August 2012 and  
September 2013

### How many participants?

Increase from 300 to over 750 youth  
participants in the latest forum

### Who participated?

METAS youth participants, youth  
leaders, Government institutions,  
Private Sector, NGOs and other civil  
society organizations



etc.), there are always ways to overcome those negative images, such as the character of Superacion Hernandez – Champion Hernandez, who works to help his family, studies and volunteers with the Red Cross, did.

...and also in the implementation.

Youth assume active roles during the event: the Discussion and Debate Group Coordinators motivate and guide the conversation in the groups and document the conclusions that will be presented during the plenary; and the Forum Facilitators help the working groups to keep in track with the discussion topics and the timing, and guarantee the delivery of the Final Forum Declaration that will serve as a guidance for the forum participants (youth, government, private sector and civil society).



**“We are committed to improving Honduras! Not just words ... if not facts”**

-Taty Mejía

**4 Discussion and Debate Groups** give youth the opportunity to share their experiences, express their points of view and propose solutions to address pressing issues that affect them, such as lack of employment, low quality education or the little youth representation in public spaces.

**5 General Plenary** each group presents their results to all the participants in the iv) General Plenary and finally, participants made concrete proposals and commitments to overcome the obstacles that hinder Honduran youth development.



# YouthCamps

## REINFORCING CONFIDENCE AND SELF-ESTEEM

METAS project aims to reduce the gap between school preparation and the demands of the labor market, addressing one of Honduran youth's major concerns: how to be effectively prepared for employment and business opportunities. The Youth Camp for Training and Entrepreneurship, sponsored by the METAS project and Fundacion Honduras Global, is part of that major goal, the "bridging strategies" from school / training to workforce.

**"Thank you, Project METAS for giving us the opportunity to young people who could be heard and take our opinions"**

**-Johana Tobar**

The Youth Camp offers a dialogue space between private sector representatives, strategic partners and METAS youth (aged 18 to 30 years olds) to discuss employment opportunities, provide mentorship, and strengthen skills and competences necessary to successfully participate in the labor market.



### Dialogue Space to discuss

- Employment opportunities
- Provide mentorship
- Strengthen skills
- Competences necessary to successfully participate in the labor market.



+



More than 30 private sector Companies representative

Aged 18 to 30 Years olds

**2 Cities**  
Tegucigalpa (116)  
San Pedro Sula (106)  
**222 youth**

Youth were actively involved during the camps and participated in panels with

**i) Private Sector** and **ii) Education and Training for workforce development experts.** Well-known entrepreneurs gave youth advice on positioning themselves in the employability market and share the expectations that private sector has for future workers, whereas education and training experts talked about the connection between training and employability. Furthermore, youth received **iii) One-on-one mentoring to develop their C.V.** previous to the event and had the opportunity to learn from **iv) Real –life** and practical exercises and be part of **v) Motivational Talks.** Finally, youth had the chance to put all the learning in practice by joining the **vi) Career fair** offered Camp's closing activity – it allow them to be in contact with prospective employers.

## NEXTSteps

The Youth Participation strategy is an on-going learning process that aims to strengthen youth empowerment as well as the impact of METAS project. In that sense, the upcoming events of the Youth Forums in 2014 aim to strengthen these experiences – revise the activities considering youth's input and suggestions, reflect on new topics or trends to be included and involve more youth in the overall design, planning and implementation process.

On the other hand, new participations spaces are going to be explored, specifically through the connection with volunteer opportunities that respond to the needs and interests of their communities.

Finally, one of the goals for this coming period is to strengthen the relationship among youth and METAS in each of the project's components – to enhance the communication channels for feedback and suggestions from the youth in order to continue improving the services that are offered to them.



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Programa de Capacitación y Certificación  
en Competencias Laborales Básicas  
Proyecto METAS

## **Plataforma de Aprendizaje en Línea**

The screenshot shows the login page of the Proyecto Metas platform. At the top left is the logo for 'Proyecto metas' with the tagline 'MEJORANDO LA EDUCACIÓN PARA TRABAJAR, APRENDER Y SUPERARSE'. The top right corner indicates 'You are not logged in.' and has a language dropdown set to 'English (en)'. A green navigation bar contains links for 'Inicio', 'Quiénes Somos', 'Nuestro Trabajo', 'Noticias', and 'Contáctenos'. Below this is a breadcrumb trail: 'Home ► Log in to the site'. The main content area is titled 'Formulario de Ingreso' and contains a welcome message: 'Bienvenidos a la Plataforma Virtual de Aprendizaje de Competencias Laborales Básicas, para comenzar ingrese sus datos de usuario y a continuación haga click en el botón de entrar.' The login form includes fields for 'Username' (filled with 'maria flores') and 'Password' (masked with dots), a 'Log in' button, and a checked 'Remember username' option. There is a link for 'Forgotten your username or password?' and a note that 'Cookies must be enabled in your browser'. At the bottom, contact information is provided: 'You are not logged in. Col. Lomas del Guijarro Sur, Calle Paris, Casa 3932 / Tegucigalpa, Honduras +504 2235-5479, +504 2232-5128 y +504 8740-2677 info@proyectometas.org'.

The screenshot shows the main dashboard of the Proyecto Metas platform. The top left features the 'Proyecto metas' logo. The top right shows the user is logged in as 'Denis Rodriguez (Salir)' with a language dropdown set to 'Español - Internacional (es)'. A green navigation bar contains links for 'Inicio', 'Quiénes Somos', 'Nuestro Trabajo', 'Noticias', and 'Contáctenos'. The main content area is titled 'BIENVENIDAS Y BIENVENIDOS' and contains a welcome message: 'A la Plataforma Virtual de Aprendizaje del Programa de Capacitación en Competencias Laborales Básicas, que ha sido desarrollada para apoyar a la juventud hondureña a alcanzar el éxito en la vida y en el trabajo por la Agencia de los Estados Unidos para el Desarrollo Internacional (USAID), a través del Proyecto Mejorando la Educación para Trabajar, Aprender y Superarse (METAS), ejecutado por Education Development Center (EDC), en la cual encontrará los módulos virtuales de formación en las áreas de Matemática Aplicada, Lectura Comprensiva y Análisis de Información. Los módulos virtuales y su contenido temático están alineados al Certificado WorkKeys de ACT de Estados Unidos, con el cual se certifican las competencias laborales básicas de las personas. Cada área está estructurada en cuatro niveles: Nivel 3 (Bronce), Nivel 4 (Plata), Nivel 5 (Oro) y Nivel 6 o superior (Platino). Para comenzar haga click en el cuadro del área en la que iniciará su estudio'. Below this text are three colored boxes representing the subject areas: 'Análisis DE INFORMACION' (blue), 'Lectura COMPRENSIVA' (green), and 'Matemática APLICADA' (red). Each box contains icons representing the subject. On the right side, there is a sidebar with three sections: 'Navegación' (Navigation) with links for 'Página Principal', 'Área personal', 'Páginas del sitio', 'Mi perfil', and 'Mis cursos'; 'Informes configurables' (Configurable Reports) with a separator line; and 'Administración' (Administration) with a link for 'Ajustes de mi perfil'. At the bottom, contact information is provided: 'Usted se ha identificado como Denis Rodriguez (Salir) Col. Lomas del Guijarro Sur, Calle Paris, Casa 3932 / Tegucigalpa, Honduras +504 2235-5479, +504 2232-5128 y +504 8740-2677 info@proyectometas.org'.

Ejemplo de los Cursos en Línea en Competencias Laborales Básicas

Plantilla Contenido Opción 2

Recursos Información Glosario Menú

# Lectura COMPENSIVA

NIVEL 3

MANUAL DE CAPACITACIÓN EN COMPETENCIAS LABORALES BÁSICAS

< ANT SIG >

Plantilla Contenido Opción 2

Recursos Información Glosario Menú

## Lectura COMPENSIVA

NIVEL 3

Inicie ahora el estudio de la Subcompetencia 3

### SUBCOMPETENCIA 3

Seguir secuencias implícitas en un texto.

1

< ANT SIG >

Plantilla Contenido Opción 2

Recursos Información Glosario Menú

## Lectura COMPENSIVA

NIVEL 3

¿Cómo debe hacerlo?

Continúe fortaleciendo sus conocimientos sobre la secuencia en los textos.

Lea nuevamente el boletín de seguridad:

**NORMAS DE SEGURIDAD**

- No utilizar anillos, cadenas o pulseras que puedan engancharse y provocar accidentes.
- Antes de realizar las operaciones de limpieza, comprobar que no existan materiales u objetos en el suelo que puedan ocasionar resbalones, tropiezos u otro tipo de accidentes.

¿Qué se le propone hacer en las normas de seguridad antes de comenzar operaciones?  
Escriba su respuesta en el recuadro:

A que invita el texto

6

< ANT SIG >

Nivel 3 Matematica Aplicada 03092013

Recursos

## Matemática APLICADA

NIVEL 3

¿Qué necesita saber?

Todos los países utilizan su propia moneda para realizar compras o ventas, en Honduras se emplea el **tempira** y sus unidades son el lempira y el centavo. El lempira equivale a 100 centavos. Por ejemplo: L 15.00. Las dos cifras después del punto decimal representan los centavos.

Un Lempira

L 1.00 ? L 0.01 ?

L 2.00 ? L 50.00 ? L 0.05 ?

L 5.00 ? L 100.00 ? L 0.10 ?

L 10.00 ? L 500.00 ? L 0.20 ?

L 0.50 ?

< ANT SIG >

Nivel 3 Matematica Aplicada 03092013

Recursos

## Matemática APLICADA

NIVEL 3

### División

Es la operación inversa de la multiplicación, su objetivo es dividir un todo en cierto número de partes iguales.

Se indica mediante los símbolos  $\div$ ,  $/$ ,  $\overline{)}$ .

Cuando el residuo es cero, la división es exacta, en caso contrario, el residuo es el sobrante.

Sus elementos son:

Dividendo Divisor Cociente Residuo

$$\begin{array}{r} 20 \\ 6 \overline{) 123} \\ \underline{-12} \\ 003 \end{array}$$

Cociente: 20  
Dividendo: 123  
Residuo: 003

< ANT SIG >

Prueba Diagnóstica Lectura Comprensiva FINAL

Recursos

## Lectura COMPENSIVA

NIVEL 3

Prueba Diagnóstica

Lea atentamente el siguiente texto:

¿Quién envía el recado?

Susana, tengo un problema para llegar al turno del domingo. Te pido que me ayudes cubriéndome, ya hablé con la supervisora y ella está de acuerdo con el cambio. Habrá que comunicarle a Montoya para no tener problemas con la entrada. Gracias por la ayuda.

René

Susana

Montoya

La Supervisora

René

1

10

SUBMIT

**Anexo D**

**Leverage Summary Report January-March 2014**

## Leverage Summary

**Project Name:** METAS  
**EDC Project Number:** 11367  
**Sponsor:** USAID  
**Grant Number:** AID-522-LA-10-00001  
**Project Period:** September 7, 2010 - September 6, 2014  
**Period Covered by this Report:** January- March 2014

	Source of Leverage	Description	Current Period in HNL
1	In Kind Contributions R1	NGO's contribution R1 January-March 2013	HNL 945,518.67
2	In Kind Contributions R2	Volunteer	HNL -
3	In Kind Contributions R3	Computer Laboratories	HNL 67,700.00
4	In Kind Contributions R4	Addendum CENET, COHEP, IPC, CCICH, Simplified Grant FUNDETEC- IPC	HNL -
	In Kind Contributions Communication	Newspaper ads	HNL 8,000.00
	Volunteer Time R1	N/A	HNL -
11	Volunteer Time R2	Personal of Communities as Volunteers	HNL 139,907.25
	Volunteer Time R3	Facilitators R3 CLB Volunteers in Colleges	
12	Volunteer Time R4	Facilitator Training R3 in Businnes	HNL -
14			
15			
16			
17			
18			
19			
20			
<b>Total Leverage for this Period</b>			<b>L. 1,161,125.92</b>
<b>Total Leverage Reported in Previous Period</b>			<b>L. 21,691,981.93</b>
<b>Total Leverage to Date</b>			<b>L. 22,853,107.85</b>

Prepared by:

Alejandra Matamoros  
Program Assistant

25/04/2014  
Date

Reviewed by:

Rigoberto Portillo  
Subdirector/Director Tecnico Proyecto Metas

25/04/2014  
Date

Approved by:

Alejandro Paredes  
Director Ejecutivo de Proyecto METAS

25/04/2014  
Date

**Anexo E**  
**Presentación de Hallazgos del Estudio Multisectorial**  
**de Prevención de Violencia**



# MULTI-SECTORAL YOUTH VIOLENCE PREVENTION ASSESSMENT

USAID / HONDURAS  
MARCH 20, 2014

**Gustavo Payan**  
**METAS Project Director**



# Presentation Overview

## I. About the Study

## II. Voices from the Community

- Aspirations and Assets
- Challenges
- Existing Youth Programming

## III. Illustrative Key Takeaways

## IV. Recommendations



# I. About the Study



## ABOUT THE STUDY

# Research Objectives

- 1:** To develop a comprehensive understanding of the at-risk youth population in Honduras.
- 2:** To develop a comprehensive understanding of youth crime and violence in urban areas.
- 3:** To identify multi-sectoral strategic investment options for USAID that address contextual youth challenges within the parameters of CARSI and USAID's Education Strategy



## ABOUT THE STUDY

# Research Objectives

### Focus on sub-components:

- Aspirations and assets
- Challenges, causes, and contributing factors of youth violence
- Existing youth programming/proposed modifications
- Potentially promising youth programming



## ABOUT THE STUDY

# Data Analysis

- Quantitative Analysis
- Qualitative Analysis (carried out via):
  - Data reduction
  - Content analysis
  - Thematic analysis
  - Interpretation
- Data Merging

## ABOUT THE STUDY

# Data Analysis

### Sampling Frame

- Communities
  - Data from **nine communities** in San Pedro Sula, Tegucigalpa and La Ceiba. Communities are labeled according to these four categories in each city:

<b>Red</b>	Very high level of marginalization, high level of violence
<b>Orange</b>	High level of marginalization, high level of violence
<b>Yellow</b>	Medium level of marginalization, high level of violence
<b>Green</b>	Very high level of marginalization, low level of violence

## ABOUT THE STUDY

# Data Analysis

### Sampling Frame

- Population
  - Youth: 455 youth from across 9 METAS and non-METAS communities in the three cities. Youth was further stratified by:
    - ❖ Age cohort (12–16 and 17–20)
    - ❖ Location (city)
    - ❖ Gender (male, female)
    - ❖ Degree of community risk type (very high, high, medium, low)
    - ❖ Employment status (working or not working)
    - ❖ Education status (in-school or out-of-school)
  - Adults: 185 from all three cities. Sample included:
    - ❖ Parents (n=66)
    - ❖ Community Leaders (n=96)
    - ❖ Youth Service Provider Staff (n=15)
    - ❖ Representatives from the two largest *barras deportivas* (n=8)



## ABOUT THE STUDY

# Methodology

### Quantitative Component

- **Instrument: Developmental Assets Profile (DAP)**

(Copyright © 2004, Search Institute, Minneapolis)

The DAP survey is a 58-item survey that measures 40 “developmental assets” among youth (n = 375 youth). Assets are spread across eight broad *categories* of human development (divided in external and internal) and comprised of 5 context areas:

External assets	Internal assets	Context areas
<ul style="list-style-type: none"><li>• Commitment to learning</li><li>• Positive values</li><li>• Social competencies</li><li>• Positive identity</li></ul>	<ul style="list-style-type: none"><li>• Support</li><li>• Empowerment</li><li>• Boundaries</li><li>• Expectations</li></ul>	<ul style="list-style-type: none"><li>• Personal</li><li>• Social</li><li>• Family</li><li>• School (education)</li><li>• Community</li></ul>



## ABOUT THE STUDY

# Methodology

### Qualitative Component

- Series of structured and interactive focus groups with parents, youth, and community leaders + interviews with youth service providers and representatives of *barras deportivas*. Instruments:
  - Youth focus groups:
    - *Desafios, Aspiraciones y Oportunidades* (DAO) (Challenges, Aspirations and Opportunities) (n= 156)
    - Youth Reactions to and Perception of Security Focus Group (“La Casa de las Huellas”) (n=60)
  - Focus groups with parents and community leaders.
  - Interviews with youth service providers and *barras deportivas*



## II. Findings from Data Collection: Voices from the Community



VOICES FROM THE COMMUNITY

# Overview

- Aspirations and Assets
- Challenges
- Existing Youth Programming



# Aspirations and Assets

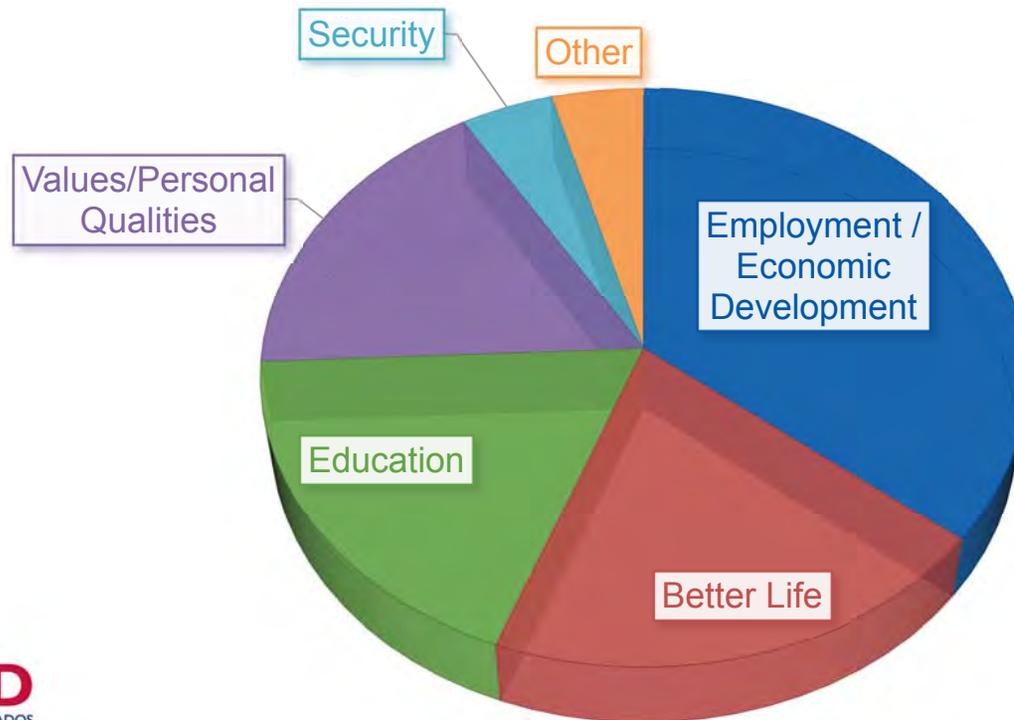
## Aspirations

- **Youth:** Youth's most frequent reported aspirations by sector:
  - 1. Employment/Economic Development:** "To have a good-paying job" and "to be a business owner"
  - 2. Family:** "To have a stable family"
  - 3. Education:** "To graduate from high school" and "to be a college professional"

# Aspirations and Assets

## Aspirations

- **Parents:** Parental aspirations for youth focused more on education than employment

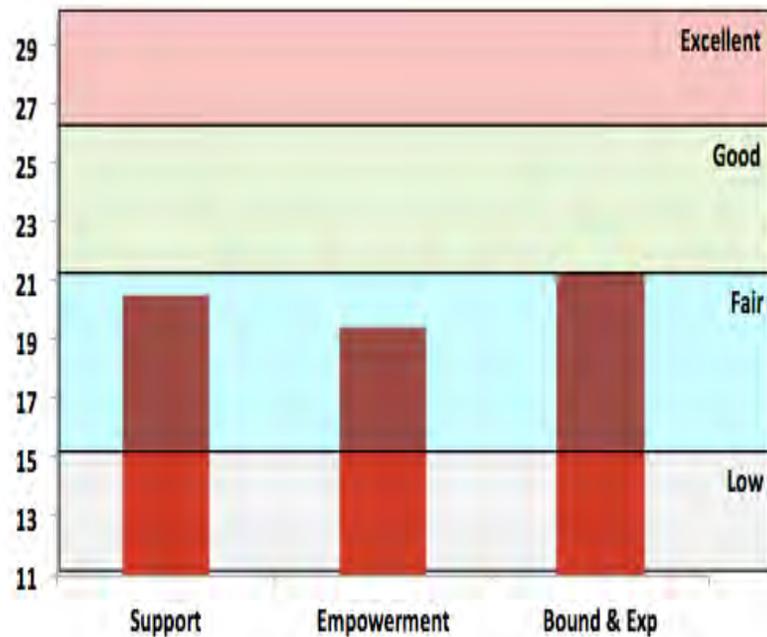


VOICES FROM THE COMMUNITY

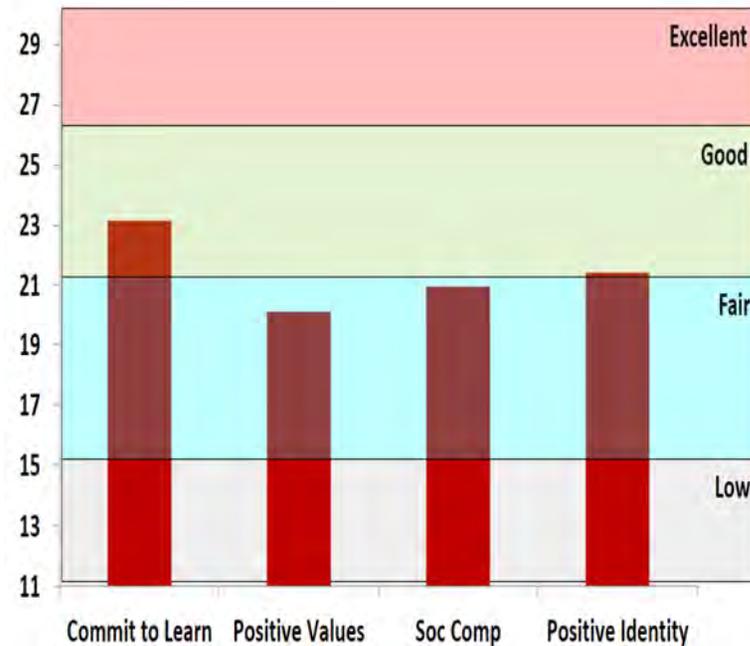
# Aspirations and Assets

## Assets

DAP external asset category scales (n=455)



DAP internal asset category scales



## VOICES FROM THE COMMUNITY

# Aspirations and Assets

## Assets

- **Strong commitment to education**

- **Caring for Others**

*"A mí me gusta ayudar a las personas...yo he salido adelante y he prosperado. Me gustaría que no solo yo, sino que bastantes personas quisiera verlas adelante."*

*Young male from San Pedro Sula (age 17-20)*

- **Presence of Religious Organizations**

*"Conozco un amigo... a pesar de pensar que no tiene padre, solo madre, haya tenido malas influencias, pero que el buscó las cosas de Dios... Él ya se graduó de su carrera en el colegio, que ahorita está en la universidad. Él mismo está trabajando. Con su trabajo se paga la universidad."*

*Young male from La Ceiba (age 17-20)*

- **Family**



# Challenges

## Employment / Economic Development

- **Poverty**

*“La mayoría de personas agarran el rumbo de la delincuencia por falta de empleo...Entonces, al ver que no hay camino por dónde agarrar, uno agarra el camino más fácil, que es la delincuencia, los malos pasos.”*

*Young male from SPS (age 17-20)*

- **Lack of Access to Jobs**

Expected contributing factors to job access. Youth who manage to stay “out of trouble” experience frustrations.

# Challenges

## Family Challenges

- **Lack of Family Support and Guidance:**
  - lack of moral and emotional support, guidance, love, and attention
  - lack of values and education within the family
  - poor monitoring and supervision of children
- **Burden of Family Responsibilities**
- **Family and Intimate Partner Violence**

# Challenges

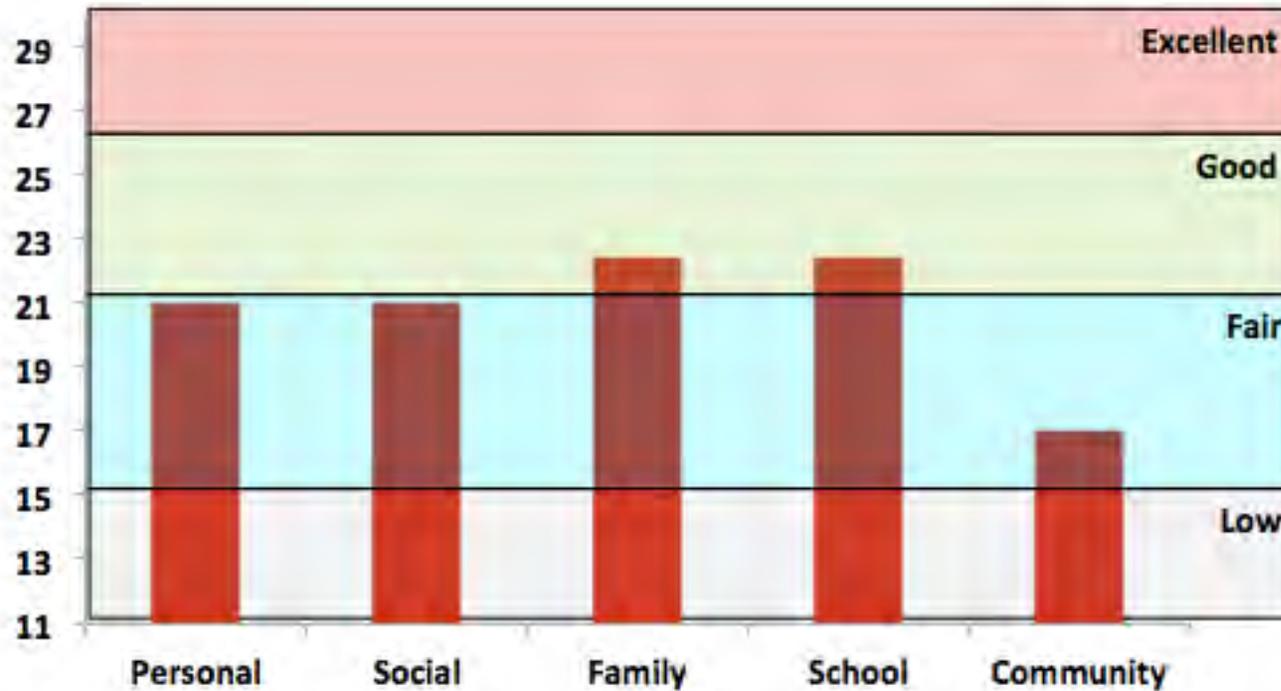
## Civic Participation/Values

- **Low Community Support + Discrimination Against Youth:** High marginalization = lowest levels of community support and highest degrees of discrimination. In-school males (age 17–20) and members of *barras deportivas* stressed stigmatization and a lack of community support
- **Lack of Positive Role Models:** Especially out-of-school youth ages 12–16—mentioned a lack of role models and supportive adults in their lives
- **Lack of Constructive Free-Time Activities:** Community leaders and parents agreed that youth spend a large part of their day without anything “constructive” to do.

# VOICES FROM THE COMMUNITY

## Challenges

### DAP Asset Level by 5 Context Areas (Aggregated)



# Challenges

## Security Challenges

- **Growing Insecurity/Crime/Violence.** OSY from communities with “very high” levels of marginalization reported that they might not survive long enough to reach their aspirations. Mothers expressed similar thoughts about their children.
- **Increased Gang Pressure/Extortion.** Many youth in gang-controlled communities, especially in SPS, have limited access to youth programming. In the case of La Ceiba, communities fear *bandas de narcotraficantes* and/or *bandas de delincuentes*, organizations related to drug trafficking and drug cartels.

## VOICES FROM THE COMMUNITY

# Challenges

## Education

- **Lack of Access to Education:** Many youth need to travel to another community after 9<sup>th</sup> grade. Reports of extra expenses and increased security threats during commute. Education is “free” but schools charge “registration fees” to cover utilities, maintenance, and security expenses.
- **Disconnect between education and employment:** Education has an almost entirely utilitarian value. However, because unemployment is high, education loses its value because it cannot guarantee a stable, well-paying job.
- **Low-Quality Education:** Parents’ perception of poor quality because some youth report receiving degrees without learning. Poorly qualified teachers who use outdated instructional methods; inadequate instructional time; and under-resourced schools.



## VOICES FROM THE COMMUNITY

# Challenges

## Health

- **Prevalent Substance Abuse:** Use/abuse begins as early as ages 8-12). Glue inhalants (*“resistol”*), paint thinner (*“tiner”*), marijuana, and cigarettes are common; crack cocaine (*“piedra”*) is expanding
- **Low Self-Esteem / Lack of Mental Health Support:** Many youth have low self-esteem levels (attributed to a lack of family and community support and a lack of purpose). OSY connect low self-esteem to educational attainment.
- **Need for Integral / Effective Sexual & Reproductive Health Education:** Health education is often provided “too little, too late;” high focus on preventing HIV/AIDS and STIs vs. comprehensive approaches (life skills, love and sexuality, healthy relationships)



## VOICES FROM THE COMMUNITY

# Existing Youth Programming

### Perceptions About Existing Youth Programs

- Strong focus on education and TVET, life and social skills, and donations
- Strong presence of churches and FBOs
- Government and international interventions are more prevalent in Tegucigalpa
- Minimal participation of the private sector
- Sizable presence of small grassroots organizations
- Current programs are perceived as youth-friendly

### Perceived Limitations of Existing Youth Programs

- Lack of visibility especially among youth and parents
- Mismatch between program sites and target population
- Low rates of parental/caregiver permission
- Same youth population being benefited while other youth are left out
- Mistrust of institutions
- Low motivation



# Existing Youth Programming

## General Feedback on Youth Programming

- **Accessibility**

- Increase visibility at the community level with emphasis on youth
- Involve parents/caregivers early on to earn their trust
- Ensure more diverse youth participation and coverage to include underserved groups
- Take the time and resources to get to know the communities before starting to ensure enrolling the right beneficiaries
- Assess location of program interventions carefully seeking safety
- Mitigate direct costs for participants, such as program materials
- Adjusting schedules to match youth's daily obligations (flexible approaches to promote continuity)

# Existing Youth Programming

## General Feedback on Youth Programming

- **Effectiveness**

- Work more directly with families and parents = youth do not live in isolation.
- 3C among programs (e.g. youth-serving organization networks, councils)
- Programs that cater to specific needs of local youth are more effective
- Reduce corruption & increase transparency, representation, and local leadership (e.g. working closer with youth / adult coop)
- Initiative interventions at an earlier age

- **Sustainability**

- Develop local leadership and strengthen existing grassroots organizations
- Involve the private sector more actively
- Consider strategies such as participant-run microenterprises
- Develop interventions with a long-term vision (short-term interventions may be perceived to have little to no impact on youth in the future)

# III. Illustrative Key Takeaways



# Illustrative Key Takeaways

## Assets / Aspirations

- Parents prioritize security for their children in high-risk communities versus education in communities with low risk. **The importance of parent consent and priorities.**
- Younger youth show higher levels of empowerment. **Older youth may be more difficult to enroll in programs.**

## Community Type

- Communities with low/mid marginalization levels prioritized insecurity as a top challenge vs. communities with high levels. **Is violence more accepted and normalized in those communities.**
- Communities with high marginalization levels view corruption / social inequality as a challenge more than those with low levels. **Levels of trust in institutions are lower which requires more time to get things going.**
- OSY from high-risk communities do not know whether they will survive long enough. **Lack of hope leads to poor decisions.**
- Highly marginalized communities experience more difficulties learning about programs. **Visibility and “smarter” outreach is key.**
- Programming priorities based on the risk levels vary by community. **Importance of understanding the demand and making connections.**



# Illustrative Key Takeaways

## Family

- Family is a stronger asset for younger youth. **Outreach opportunities**
- Domestic and intimate violence was especially noted by young females who expressed being victims or witnesses. **Does domestic violence get normalized after a while?**
- Females from high-risk communities report higher family responsibilities. **This hinders access which needs to be addressed.**

## Civic participation

- Stigmatization and lack of support stressed by in-school males. **Key difference in expectations between in-school and OSY that can enhance disenfranchisement.**
- OSY younger males emphasized lack of role models and supportive adults. **By certain age youth care less about role models or find them.**

## Security

- Main challenges are consistent across genders. Main difference is males also prioritized security while females view exclusion as a main barrier. Youth and community leaders, particularly in SPS reported access issues due to security. **How to increase sense of safety in males?**
- Male youth in SPS reported pressure to join gangs because of the benefits it provides. **Alternatives that provide similar benefits are a priority.**



# Illustrative Key Takeaways

## Health

- Community leaders value health more than youth or parents as a programming priority. **Need to connect health with other priorities e.g. job security or family cohesion.**
- Female youth prioritize health (and family support) for programming. **That's a niche but how to access males?**

## Education

- Parents value education highly and they differentiate quality. **Approving schooling is also a matter of quality and added value, not just the notion of it.**
- School has utilitarian value but depreciates if it does not lead to jobs or a better livelihood. **How can schools provide these opportunities?**

## Target population

- When it comes to youth violence prevention a broad-based youth development approach that targets all youth in a community can be more effective than only targeting the most at-risk youth in a community. Broad youth development can mainstream at-risk into other groups and reduce stigmatization. **Thoughts?**



# IV. Recommendations



# RECOMMENDATIONS

1. Strengthen the role of schools (learning settings) in community-based violence prevention efforts
2. Engage the private sector: build livelihood skills and bridge the connection between education and work
3. Provide integrated support to the family with which the young person lives
4. Offer supervised and structured activities for youth in youth-friendly spaces
5. Improve health programming for youth
6. Strengthen positive youth-adult relationships and provide positive role models and guidance for youth
7. Strengthen positive ties between youth and their community



# Gracias!

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